

CHAPTER 4

Delivering Instruction

Key Skills and Knowledge that all educators need to increase the participation and performance of students with diverse learning needs in standards-based environments.

S T A N D A R D S

- All General and Special Education Teachers have shared responsibilities for educating students with disabilities.
- All teachers understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse students.
- All teachers understand and use a variety of instructional strategies to encourage student's development of critical thinking, problem solving, and performance skills.
- All teachers use research-based practices for students with disabilities.
- All teachers adjust their instruction in response to information gathered from ongoing monitoring of performance and progress of students with disabilities.
- All teachers understand the importance of providing multiple ways for students to participate in learning activities.
- All teachers expect and support the use of assistive and instructional technologies to promote learning and independence of students with disabilities.

DELIVERING INSTRUCTION

QUICK VIEW

4

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LINKING TO THE CORE CURRICULUM**INSTRUCTIONAL MODEL****COURSE OF STUDY ■ PREREQUISITE SKILLS ■ EXTENDED LEARNING OPPORTUNITIES****PLANNING AND SCHEDULING TIMELINES****STRATEGIES • RESOURCES • LINKAGES**

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QUICK VIEW

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Delivering Instruction Using the Core Curriculum

The School District of Philadelphia provides a rigorous curriculum for all students Pre K-12. The purpose of the District's curriculum is to guide and empower all educators to teach all students of diverse backgrounds to achieve their full potential in order to become lifelong global learners and productive members of society. As members of the teaching and learning community, educators play an important role in ensuring that this purpose is achieved and student achievement is attained.

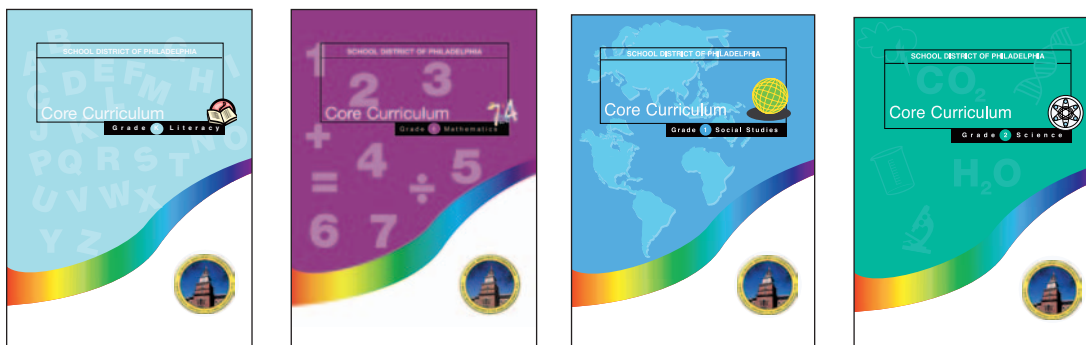
Effective teaching and student learning continue to be in the forefront of educational reform today. The current empirical research supports the understanding that effective instruction should reflect what is currently known about effective student learning. The teacher's role is crucial to student learning, as it is the link between research and practice. With the standards based in research and our core curriculum based on the standards, teachers will then use the core curriculum to make essential research based instructional decisions. Knowledge of the general curriculum will provide learners with the relevant concepts and skills needed to make adequate progress in our rigorous curriculum.

EFFECTIVE INSTRUCTION is a key component of DELIVERING INSTRUCTION IN DELIVERING INSTRUCTION:

- Teachers must present the standards-based information to be learned.
- Teachers must check understanding by monitoring the extent to which the information taught is understood by the students.
- Teachers must adjust instruction in order to accommodate for individual differences to enhance the learning of all students.

As the teacher provides students access to the General Education curriculum, the use of student data, i.e. modalities, strengths and needs, will promote student growth and understanding which are essential in making progress in the General Education curriculum.

As stated earlier, the School District of Philadelphia's Core Curriculum provides all students the opportunity to learn what is necessary to succeed in society. This chapter, Delivering Instruction, is specifically intended to provide the necessary strategies that will support the linkage between the curriculum and the student.



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PRINCIPLE 1: Knowledge of Content

The School District Of Philadelphia's Core Curriculum provides grade level content based on state standards. The Planning and Scheduling timeline document then provides structure and definition for the content area, as well as a recommended pacing of curriculum units and objectives. Diverse learners may need scaffolding in the content area, the big ideas, key concepts and governing principles of the specific content area being taught, to assist them in reaching the goal of achievement.

One of the first goals of presenting information is to identify the learning, exactly what the student needs to learn. The educator must have knowledge of the content that he will present, and a repertoire of strategies to meet the varying levels represented in a typical classroom. The educator must balance the information presented so that the student can grasp new information at a level that is challenging yet not frustrating. A key point to remember is to not put more on any individual student than he is capable of receiving, namely do not overload the student.

Recent studies that support the instructional design model address the “big ideas” and essential questions of learning and prioritize what is taught and learned. Our ultimate goal as educators is to instruct students until mastery and the skills taught become generalized.

The planning can begin with the end in mind also known as backward design (Ralph Tyler 1949). There are three stages to consider as we examine this approach:

- Stage 1** – At this stage we are considering what we want students to know and be able to do. Our Core Curriculum has already provided us with the state standards that clearly take this stage into consideration.
- Stage 2** – Establish evidence. In this stage we provide evidence that proves that the student has achieved the desired results, usually based on data from assessments (performance based and more conventional types, namely teacher observations, quizzes and other tests.)
- Stage 3** – Instructional blue print. Identify the skills and learning experiences needed to fulfill the results. This is where the delivery of instruction takes place.

According to Tomlinson and Mc Tighe, this backward design warns of two critical pitfalls that educators often fall into. At the elementary and middle level, teachers tend to crowd the day with a host of activities termed “activity oriented instruction”. While activities are often engaging for student learning, the question to keep in the forefront is, do the activities focus on the learning goals and do they provide evidence of learning?

At the high school level we cover too much information. Teachers simply walk through the textbook from front to back.

The backward design model is generally not recommended for planning individual lessons. It is designed for a unit of study, or a course where more time is available.

“However, we have found that when lessons (Stage 3) are planned under an umbrella of desired results (Stage 1) and appropriate assessments (Stage 2), more purposeful teaching and improved learning follow.” *Integrating Differentiated Instruction + Understanding by Design, Connecting Content and Kids, Carol Ann Tomlinson and Jay McTighe.*

THE SCHOOL DISTRICT OF PHILADELPHIA

GRADE 7: SOCIAL STUDIES FIRST SIX WEEKS

PENNSYLVANIA STATE STANDARD:
7.1 Basic Geographic Literacy

STANDARD STATEMENT:
B. Describe Ways in Which Different People View Places and Regions

FOCUS QUESTIONS: What is geography and how do we use it to study the regions in the Eastern Hemisphere?

Performance Content Descriptors	RECOMMENDED BEST PRACTICES
<p>By the end of grade 7 students will be able to:</p> <ul style="list-style-type: none"> ■ Ask geographic questions ■ Define Cartography ■ Research early ways of mapping ■ Analyze the early perceptions of the world and the impact of these views on later cartography ■ Create their own (mental) maps of the world 	<p>Background: "Cartography is the art and science of making maps." The word "cartography" is derived from the Greek words <i>chartes</i> (sheet of papyrus) - papyrus is Egyptian for paper- and <i>graphy</i> (writing). The history of cartography as a subject of study encompasses not only the study of maps, but the study of texts written to accompany maps, those supported by maps and the (mental and technological) processes by which maps were produced and marketed (Westwood and Lewis). Although most studies of cartography date the oldest known maps on Babylonian clay tablets from about 2300 B.C., the history of cartography began with the first in sand drawn directions. For instance, indigenous cultures used footprints to represent roads and made stick charts for navigating and carved ivory models. It is written that the Incas built relief maps of stone and clay, while Chinese literature contains references to maps dating back to the 7th century B.C. (Larissa). Since then, humans have attempted to create accurate maps to better represent our understanding of our world.</p> <p>BUILDING INQUIRY</p> <p>Ask Geographic Questions: Have students begin their study of the History of Cartography by discussing the following question: "How are maps seen through many different eyes?" Provide students with background information on "Early perceptions of the world." Have students analyze these perceptions and generate further questions to guide their research.</p> <p>Early perceptions of the world Source: http://www.gap.dcs.stand.ac.uk/history/HistTopics/Cartography.html</p> <p>Early Egyptian perception of the world: "Early world maps reflect the religious beliefs of the form of the world. For example maps have been discovered on Babylonian clay tablets dating from around 600 BC. One such map shows Babylon and the surrounding area in a stylized form with Babylon represented by a rectangle and the Euphrates river by vertical lines. The area shown is depicted as circular surrounded by water which fits the religious image of the world in which the Babylonians believed."</p> <p>Greek perception of the world: "The earliest ancient Greek who is said to have created a map of the world is Anaximander who was born in 510 BC in Miletus (now in Turkey), and died in 546 BC. He is said to have studied under Thales but no details of his map have survived. Of course, although only a very limited portion of the Earth was known to these ancient Greeks."</p> <p>Other Standards 8.4 & Analyze the political and cultural contributions of early cartography</p>

“Learning is the process by which we acquire knowledge; memory is the process by which we retain it.” Sousa (How the Brain Learns)

PRINCIPLE 2: How Children Learn

In today’s society information and knowledge has shifted from being able to remember and repeat information to being able to find and use it. To ensure that our students are being prepared to meet that challenge, a student’s prior knowledge must be linked to their existing knowledge to extend their range of learning to a deeper and more mature one. The days of mere regurgitation is less emphasized and more effort is placed on sustaining knowledge learned and transferring it to other contexts.

There are many factors that contribute to a student’s understanding of knowledge. The current brain research reports that, though the human brain has the capacity to hold an unlimited amount of information, it is the conceptual framework with which the learning is stored, that is critically important to the retrieval of the information learned. Let’s explore the answer to the question, that we as educators must face as we approach teaching, “How does the student hold and retrieve the information that we impart to them?” The answer is dependent upon two things. First, we must understand that as learning occurs, it must be understood, or make sense to the learner. Next, the learning must be relevant or have meaning to the learner. Finally, the brain must have enough time to continually process or practice the newly learned information, and move it to a part of the brain where it can be retrieved for future use. Time is the critical element that must be devoted to both initial and secondary rehearsal. During the initial rehearsing of information, it must make sense to the learner and sufficient time must be allotted to process the learning, otherwise it is simply not retained. Secondary processing or rehearsal occurs when additional time is provided – an opportunity to study details and understand more of its relevance to the learner. A student’s motivation also plays a key role in his willingness to spend time learning. This cycle of learning depicts how learning takes place within the brain and thus provides insight into how we as educators must structure learning in order to achieve the goal of sustained learning.

Educators must frequently check for a student’s level of understanding, and support the student’s development to a true understanding of a concept. Instructional scaffolding allows students to become independent and competent learners through this careful integration of the student’s range of understanding. As the teacher provides **explicit instruction**, modeling and corrective feedback, the student’s quality of learning is increased. In order to ensure student success, the student must successfully complete the tasks provided to him. This continual replication of presenting the task, and constantly monitoring to see that the student understands, should be done briskly so that the student can rely on the format of instruction. The careful and deliberate monitoring of student learning is accomplished through this process of teacher directed learning.

The Core Curriculum provides a foundation for learning and knowledge in disciplines that support the progression of learning for ALL students.

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Explicit Instruction

EFFECTIVE CLASSROOM PRACTICES REPORT

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Introduction

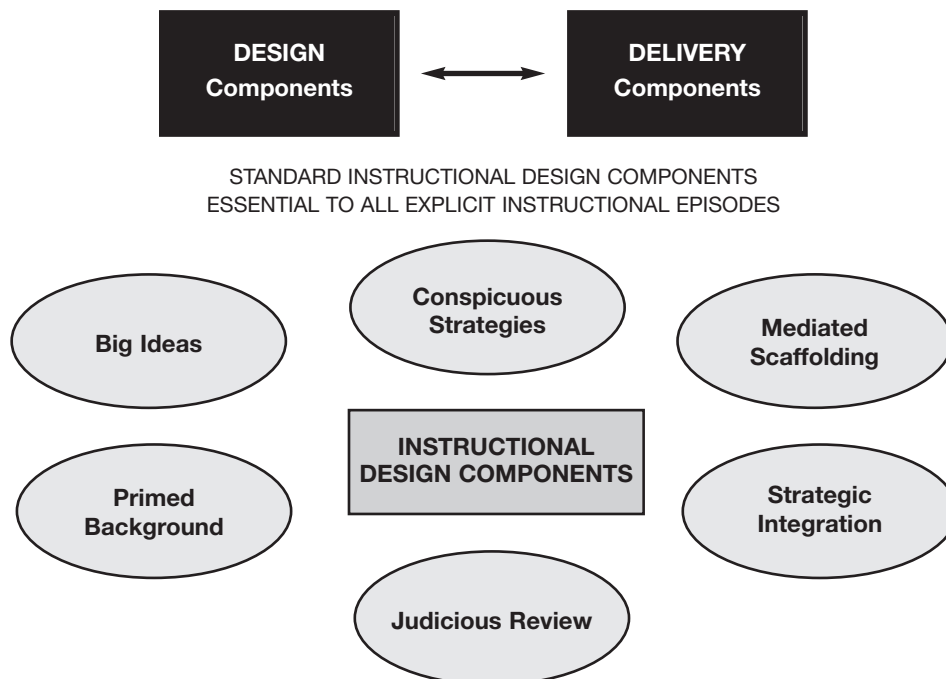
The teaching practice of explicit instruction has been available to classroom teachers since the late 1960s. Substantial research has been conducted on components and the complete instructional “package”. As with many teaching practices, there are varying degrees of adaptation and acceptance. The effective teaching practices research identified most—if not all—of the components of explicit instruction as essential for positive student outcomes (e.g., Rosenshine & Stevens, 1986; Ellis & Worthington, 1995).

Definition

Explicit instruction is a systematic instructional approach that includes a set of delivery and design procedures derived from effective schools research merged with behavior analysis. There are two essential components to well designed explicit instruction: (a) visible delivery features – group instruction with a high level of teacher and student interactions, and (b) the less observable, instructional design principles and assumptions that make up the content and strategies to be taught.

Identifying Components

Explicit instruction consists of essential:



Identifying Components *(continued)*

BIG IDEAS

Big ideas function as the keys that unlock content for the range of diverse learners. Those concepts, principles or heuristics facilitate the most efficient and broadest acquisition of knowledge. Teaching using big ideas is one promising means of striking a reasonable balance between unending objectives and no objectives at all.

CONSPICUOUS STRATEGIES

People accomplished at complex tasks apply strategies to solve problems. Empirical evidence suggests that all students in general, and diverse learners in particular, benefit from having good strategies made conspicuous for them. This, paired with great care taken to ensure that the strategies are well-designed, results in widely transferable knowledge of their application.

MEDIATED SCAFFOLDING

This temporary support/guidance is provided to students in the form of steps, tasks, materials, and personal support during initial learning that reduces the task complexity by structuring it into manageable chunks to increase successful task completion. The degree of scaffolding changes with the abilities of the learner, the goals of instruction, and the complexities of the task. Gradual, planned removal of the scaffolds occurs as the learner becomes more successful and independent at task completion. Thus, the purpose of scaffolding is to allow all students to become successful in independent activities. There are at least two distinct methods to scaffold instruction – teacher assistance and design of the examples used in teaching.

STRATEGIC INTEGRATION

One instructional design component, strategic integration, combines essential information in ways that result in new and more complex knowledge. Characteristics of strategic instruction include: a) curriculum design that offers the learner an opportunity to successfully integrate several big ideas, b) content that is applicable to multiple contexts, and c) potentially confusing concepts and facts should be integrated once mastered. The strategic integration of content in the curriculum can help students learn when to use specific knowledge beyond classroom application.

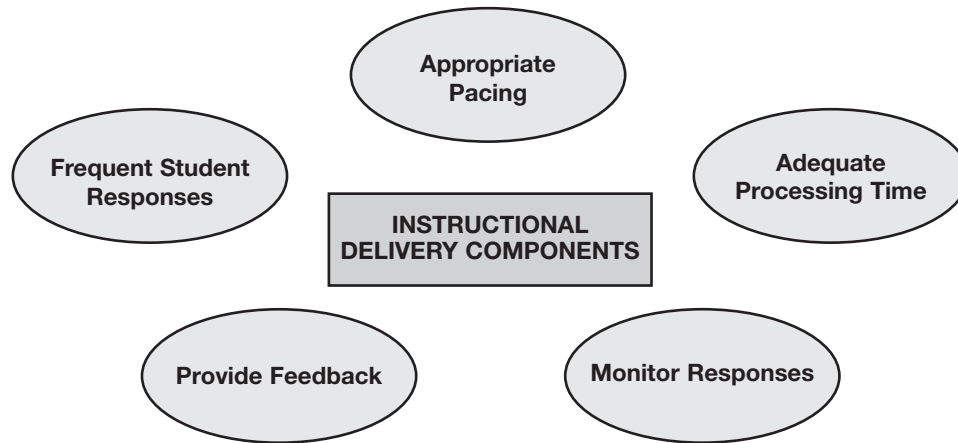
JUDICIOUS REVIEW

Effective review promotes transfer of learning by requiring application of content at different times and in different contexts. Educators cannot assume that once a skill is presented and “in” the learner’s repertoire that the skill or knowledge will be maintained. Planned review is essential to ensure that students maintain conceptual and procedural “grasp” of important skills and knowledge (Big Ideas). Judicious review requires that the teacher select information that is useful and essential. Additionally, review should be distributed, cumulative, and varied. Requirements for review will vary from learner to learner. To ensure sufficient judicious review for all learners, teachers must regularly monitor progress of the students to inform continued instruction and needed review activities. Review that is distributed over time, as opposed to massed in one learning activity/unit, contributes to long-term retention and problem solving.

Identifying Components *(continued)***PRIMED BACKGROUND KNOWLEDGE**

Acquisition of new skills and knowledge depends largely upon a) the knowledge the learner brings to the task, b) the accuracy of that information, and c) the degree to which the learner can access and use that information. Priming background knowledge is designed to strategically cultivate success by addressing the memory and strategy deficits learners may bring to the new task. The functions of priming background knowledge are to increase the likelihood that students will be successful on new tasks by making explicit the critical features, and to motivate learners to access knowledge they have in place.

**Standard Instructional Delivery Components
Essential to All Explicit Instructional Episodes**

**REQUIRE FREQUENT STUDENT RESPONSES**

When students actively participate in their learning, they achieve greater success. The teacher must elicit student responses several times per minute, (for example ask students to say, write, or do something). Highly interactive instructional procedures keep students actively engaged, provide students with adequate practice, and help them achieve greater success.

APPROPRIATE INSTRUCTIONAL PACING

Pacing is the rate of instructional presentations and response solicitations. The pace of instruction is influenced by many variables such as task complexity or difficulty, relative newness of the task, and individual student differences. When tasks are presented at a brisk pace, three benefits to instruction are accomplished: (a) students are provided with more information, (b) students are engaged in the instructional activity, and (c) behavior problems are minimized (students stay on-task when instruction is appropriately paced).

PROVIDE ADEQUATE PROCESSING TIME

Think time (adequate processing time) is the amount of time between the moment a task is presented and when the learner is asked to respond. Time to pause and think should vary based on the difficulty of the task relative to the student(s). If a task is relatively new, the amount of time allocated to think and formulate a response should be greater than that of a task that is familiar and in the learners' repertoire.

Identifying Components *(continued)*

MONITOR RESPONSES

This is an essential teacher skill to ensure that all learners are mastering the skills the teacher is presenting. Watching and listening to student responses provides the teacher with key instructional information. Adjustments may be made during instruction. Teachers should be constantly scanning the classroom as students respond in any mode.

PROVIDE FEEDBACK FOR CORRECT AND INCORRECT RESPONSES

Students should receive immediate feedback to both correct and incorrect responses. Corrective feedback needs to be instructional and not accommodating. Feedback to reinforce correct responses should be specific. Feedback should not interfere with the timing of the next question/response interaction of the teacher and student. Feedback that does not meet these criteria can interrupt the instructional episode and disrupt the learner's ability to recall.

Implications for Access to the General Curriculum

"Declarative, procedural and conditional knowledge are necessary ingredients for strategic behavior. Students can learn about these features of reading through direct instruction as well as by practice. Part of a teacher's job is to explicate strategies for reading so that students will perceive them as useful and sensible." (Paris, S. G. 1986 p. 17).

Programs using explicit instruction have been researched extensively across classrooms by grade (preschool through adult) and by ability (special and General Education settings) since the mid-1960s. General Education classrooms in these studies were most often typical settings, with diverse students, including students at-risk for academic failure, economically disadvantaged students, and students with disabilities. Additionally, applications of explicit instruction incorporate the range of school content areas including reading (decoding and comprehension), mathematics, language arts, history/social studies, science, health, art and music education.

One of the most visible implementations of Direct Instruction in public schools is Wesley Elementary in Houston, TX. When the school began implementation of instruction using direct instruction, fifth grade students were almost two years below grade level. After four years of implementation, the third, fourth and fifth grade students were performing 1 to 1.5 years above grade level. All students scored above the 80th percentile in both reading and mathematics on the district evaluation. Wesley School continues these effective practices school-wide and continues to have exemplary scores on district, state, and national assessment.

It has been thought that teaching using explicit instruction is most beneficial for low performing students and students in Special Education. However, the results from extensive research repeatedly indicate that all students benefit from well-designed and explicitly taught skills.

Evidence of Effectiveness

A meta-analysis conducted by G. Adams yielded over 350 publications (articles, books, chapters, convention presentations, ERIC documents, thesis, dissertations and unpublished documents) on various forms of studies conducted on Explicit Instruction. Criterion for inclusion limited the analysis to 37 research publications that met four groupings: (a) regular education, (b) Special Education, (c) the National Follow-Through project, and (d) follow-up studies. Some example findings include:

Evidence of Effectiveness *(continued)*

- In this meta-analysis, Adams found that the mean effect size per study using explicit instruction is more than .75 (effects of .75 and above in education are extraordinary). Accordingly, this confirms that overall effect of explicit instructional practices is substantial. Thirty-two of the 34 studies analyzed had statistically significant positive effect sizes. The authors find the consistent attainment of research with substantial effect sizes is further evidence that explicit instruction is an effective instructional practice for all students. The authors conclude that although Direct Instruction is often described as a program for students in Special Education, the effect sizes calculated in this meta-analysis are nearly the same, thus indicating the teaching strategy is effective for students in General Education as well as those identified with disabilities.
- **National Follow-Through Project:** Students receiving explicit instruction in reading, mathematics, language and spelling achieved well in these basic skills, as well as reading comprehension, problem solving, and math concepts.
- **National Follow-Through Project:** Student scores were above other treatment conditions in the affective domain as well as the academic. This suggests that competence in school-related skills enhances self-esteem. “Critics of the model have predicted that the emphasis on tightly controlled instruction might discourage children from freely expressing themselves and thus inhibit the development of self-esteem. In fact, this is not the case.” (Abt IVB, p. 73)
- **Review of the research** on beginning reading using explicit instruction strategies reported that students considered disadvantaged and students with diverse needs, like other students, benefit most from early and explicit teaching of word recognition skills, including phonics.

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Structure of an Effective Lesson

OPENING

Reviewing Previous Day's Learning

- Teacher requires students to verbalize meaning of concepts
- Teacher requires students to apply the concepts to problems
- Teacher links new information to prior learning

Communicating Lesson Goals and Expectations

Teacher explicitly states the goals of the lessons

Preparing Students for the Upcoming Lesson's Activities

- Teacher communicates what is to be learned
- Teacher communicates what students will be doing
- Teacher communicates why the lesson is important

BODY

Active Demonstration and Modeling

- Teacher models concepts, rules, or procedures by focusing student attention on relevant dimensions
- Teacher models concepts, rules, or procedures by providing examples and non-examples
- Teacher actively presents concepts, explains processes, and demonstrates how students should regulate, monitor, and use a concept, rule, or procedure to accomplish a goal

Prompting and Cueing

- Teacher engages students in high levels of responding which focus attention on the relevant features of the concept

Controlled or Guided Practice

- Teachers provide students controlled or guided practice of the concept, rule or procedure being learned
- Teacher models the procedure or response by verbalizing the steps or the correct response aloud and then leads students to perform the response using prompts or cues to guide them through rehearsal of each procedural step

CLOSING

Reviewing the Learning

- Teacher provides students with sufficient practice to ensure that students are confident and firm in the skill

Communicating Lesson Goals and Expectations

- Teacher fades prompts and cues as students become independent
- Teacher systematically provides feedback to students until they are consistently correct

4

PRINCIPLES

PRINCIPLE 3: Strategies and Accommodations to support “Access to the Core Curriculum” for all students including the Diverse Learners

Educators of ALL learners, including diverse learners, share the goal that ALL of the students they have academic responsibility for will achieve and make progress in learning. Though the goal is the same, the needs of the students are often different. Learners bring many variables to the learning process: cultural backgrounds, life and educational experiences, learning preferences, varying abilities, strengths, and of course their unique differences. The word differences, even in the educational community, is often viewed or reflected negatively. Among educators, there is a need to embrace difference as a means to an end: honoring each student's learning need and maximizing each student's learning strengths and capacity to gain a thorough understanding of the diversity among the students we serve.

In a recent article, “Planning Differentiated, Multicultural Instruction for Secondary Inclusive Classrooms” (TEACHING Exceptional Children, Vol. 38, No. 3, pp. 12-20), three movements were discussed that directly effect the diverse learner, the regular learner and the Special Education population that we serve in education today. Let's explore the movements as they pertain to the topic addressed in this chapter:

1. Differentiation - a teaching approach in which the teacher plans and adapts instruction for student differences. Differentiated instruction takes into consideration the diverse student population and enables educators to provide instruction to those students of varying abilities within the classroom. The teacher must consider such differences as: the students' learning styles, skill levels, and rates, learning difficulties, language proficiency, background experiences and knowledge, interests, motivation, ability to attend, social and emotional development, various intelligences, levels of abstraction and physical needs.

2. Universal Design for Learning – (UDL) was developed to extend the concept of Universal Design (curb cuts for wheel chairs etc.) to embrace the diverse ways in which individuals learn. It does so by incorporating knowledge about the brain and how individuals vary in their learning methods. One of the most important revelations gleaned from brain research is that there are no “regular” students. The notion of rigid categories of learners is unrealistic. Research further reveals that each student brings a unique array of strengths, challenges and preferences into the learning environment.

3. Multicultural Education - Underachievement and disproportionate representation plague students in the African American, Latino, Native American and some Asian communities. Many blame their families and living environment, conditions that are often out of reach to educators. It is critical for regular, special educators and any school support staff, especially in the secondary schools, to challenge themselves to work together as they take these multicultural factors into consideration:

- **Content integration** – the inclusion of concepts and examples from diverse cultures and groups that include ethnicity, socioeconomic status, culture, language, exceptionality, gender, sexual orientation and religion.
- **The knowledge construction process** – Does the information include multiple perspectives and voices that reflect the students that you serve?
- **Equity pedagogy** – an inclusion of instructional approaches that note students' learning preferences.
- **Prejudice reduction** – many opportunities that students can use to develop positive attitudes toward all human diversity. Finally, the school culture and its social structure take into consideration, educational equity, choice, shared decision making, and principles of democratic citizenship in the various aspects of schooling.

Multicultural education in a nutshell ensures sound pedagogical practice that celebrates rather than isolates students' uniqueness, commonalities among groups, and a positive understanding of human differences. Classrooms must be used as forums to conduct open and honest yet sensitive conversations that foster mechanisms used to cope with real issues of prejudice and conflict among groups. Ultimately, a true understanding of the integrated framework of differentiated instruction, Universal Design for Learning and Multicultural education will provide you with a holistic approach to student learning through the eyes of the students that we serve.

"Planning Differentiated, Multicultural Instruction for Secondary Inclusive Classroom"
(*Teaching Exceptional Children*, Vol.38, No.3, pp.12-20).

Chapman, Carolyn and Gregory, H. Gayle (2002), *Differentiated Instructional Strategies: One Size Doesn't Fit All*, Corwin Press, Inc. www.corwinpress.com

PRINCIPLE 4: Effective Instruction

Educators face the challenge of teaching the General Education curriculum to students at diverse learning levels, students with both unique learning strengths and differences within the same classroom. The use of research-validated instructional methods is the most powerful tool for teachers to target the specific needs of individual students. The goal of improving student achievement is contingent on the rigorous use of the **ten effective teaching principles**.

Instruction is the purposeful design, implementation, and evaluation of student learning toward a specific goal. Specifically, effective instruction involves the organization of content, the selection of appropriate learning activities, and the ongoing assessment of student progress toward learning objectives. It is the one variable in the classroom that we control. The goal of effective instruction is to improve student achievement and produce independent, self-regulated learners. Critical to the teaching and learning process are these four knowledge and skill areas:

- 1. Stages of Learning:** Teachers match instructional practices to the student's current stage of learning, which may range from initial acquisition to independent use of learning.
- 2. Categories of Knowledge:** Effective instruction includes simple knowledge forms and complex knowledge forms delivered through teacher-directed lessons.
- 3. Principles of Effective Instruction:** Teacher-directed instructional opportunities are grounded in principles of effective instruction.
- 4. Effective Instructional Strategies:** Teachers select and match instructional strategies to learning objectives and student needs.

In this chapter, Delivering Instruction, focus will be placed on the **Principles of Effective Instruction** and **Effective Instructional Strategies**.

Effective instruction must also include these important components:

- **Lesson Plans Linked to PA Academic Standards:** Instruction is based or referenced to the Pennsylvania Academic Standards and benchmarks or the Preschool Targets for the Early Childhood Learning Continuum Indicators. The priority of instruction is the knowledge and skills necessary for students to demonstrate proficiency towards specific benchmarks at the basic, proficient, and advanced levels.
- **Ample Instructional Time:** Effective instruction requires sufficient practice for skill mastery. Ample time must be allocated to cover content, and teachers must make good use of allocated time by actively engaging students in the learning process.
- **Flexible Grouping and Materials:** Effective instruction ensures students have the opportunity to move among learning groups which best correspond with their current performance level. Curricula materials and instructional programs are research validated and carefully matched to student needs.

4**PRINCIPLES**

Effective Teaching Principles Overview

Teaching Principle 1: Engagement Time

Students learn more when they are engaged actively during an instructional task.

Allocated Time & Engaged Time	Frame - Model - Lead/Check Verification
Concept Maps	Instructional Routines/Focused Instruction
Clear, verbal instructions/pre-corrections	Precision Teaching
Choral Response	Teach at a Brisk Pace
Deductive-Inductive Lessons	Time Trials
Direct Instruction	Response Cards
Error Correction	Self Monitoring
Guided Practice	Utilizing Repetition Effectively

Teaching Principle 2: Levels of Success/Success Rate

High success rates are correlated positively with student learning outcomes.

Allocated Time & Engaged Time	Guided Practice
Clear, verbal instructions/pre-corrections	Instructional Routines/Focused Instruction
Choral Response	Providing Effective Remediation
Direct Instruction	Precision Teaching
Distributed Practice	Self Monitoring
Effective Evaluation	Teach at a Brisk Pace
Error Correction	Timed Trials
Frame - Model - Lead/Check Verification	Utilizing Repetition Effectively

Teaching Principle 3: Content Coverage/Opportunity to Learn

Increased opportunity to learn content is correlated positively with increased student achievement. Therefore, the more content covered, the greater the potential for student learning.

Allocated Time & Engaged Time	Effective Evaluation
Concept Map	Frame-Model- Lead-Test/Check Verification
Clear, verbal instructions/pre-corrections	Guided Practice
Concept Maps	Lesson Outline
Deductive-Inductive Lessons	Priming Prior Knowledge
Error Correction	Providing Effective Remediation
Direct Instruction	Utilizing Repetition Effectively
Distributed Practice	

Teaching Principle 4: Grouping for Instruction

Students achieve more in classes in which they spend much of their time being directly taught or supervised by their teacher.

Allocated Time & Engaged Time	Direct Instruction
Effective Evaluation	

Principle 5: Scaffolded Instruction

Students can become independent, self-regulated learners through instruction that is deliberately and carefully scaffolded.

Big Ideas	Guided Practice
Concept Map	Instructional Routines/Focused Instruction
Clear, verbal instructions/pre-corrections	Lesson Outline
Direct Instruction	Priming Prior Knowledge
Deductive –Inductive Lessons	Providing Effective Remediation
Effective Evaluation	Response Cards
Error Correction	Self Monitoring
Frame-Model- Lead-Test/Check Verification	Strategic Sequencing of Information

Principle 6: Addressing Forms of Knowledge

The critical forms of knowledge with strategic learning are (a) declarative knowledge (b) procedural knowledge, and (c) conditional knowledge. Each of these must be addressed if students are to become independent, self-regulated learners.

Big Ideas	Guided Practice
Clear, verbal instructions/pre-corrections	Lesson Outline
Deductive–Inductive Lessons	Priming Prior Knowledge
Direct Instruction	

Principle 7: Organizing and Activating Knowledge

Learning is increased when teaching is presented in a manner that assists students in organizing, storing, and retrieving knowledge.

Allocated Time & Engaged Time	Priming Prior Knowledge
Big Ideas	Providing Effective Remediation
Clear, verbal instructions/pre-corrections	Response Cards
Concept Maps	Self Monitoring
Direct Instruction	Strategic Sequencing of Information
Deductive –Inductive Lessons	Subject Matter Unifiers
Distributed Practice	Teach at a Brisk Pace
Error Correction	Time Trials
Guided Notes	The Use of Reminders
Lesson Outline	Utilizing Repetition Effectively

4

PRINCIPLES

Principle 8: Teaching Strategically

Students can become more independent, self-regulated learners through strategic instruction.

Big Ideas	Priming Prior Knowledge
Clear, verbal instructions/pre-corrections	Providing Continuity
Concept Maps	Providing Effective Remediation
Deductive-Inductive Lessons	Self Monitoring
Direct Instruction	Strategic Sequencing of Information
Distributed Practice	Subject Matter Unifiers
Effective Evaluation	Teach at a Brisk Pace
Guided Practice	Time Trials
Instructional Routines/Focused Instruction	Use of Juxtaposition of Examples &
Non-examples	Utilizing Repetition Effectively

Principle 9: Making Instruction Explicit

Students can become independent, self-regulated learners through instruction that is explicit.

Allocated Time & Engaged Time	Response Cards
Clear, verbal instructions/pre-corrections	Strategic Sequencing of Information
Direct Instruction	Subject Matter Unifiers
Error Correction	Teach at a Brisk Pace
Instructional Routines/Focused Instruction	Time Trials
Lesson Outlines	Utilizing Repetition Effectively
Providing Continuity	Use of Juxtaposition of Examples and
Providing Effective Remediation	Non-examples

Principle 10: Teaching Sameness

By teaching sameness both within and across subjects, teachers promote the ability of students to access potentially relevant knowledge in novel problem-solving situations.

Big Ideas	Providing Continuity
Clear, verbal instructions/pre-corrections	Subject Matter Unifiers
Direct Instruction	Time Trials
Deductive-Inductive Lessons	Use of Juxtaposition of Examples and
Priming Prior Knowledge	Non-examples

Are We Implementing Curriculum and Instruction to Meet the Needs of Diverse Learners?

Content Knowledge

1. What are the essential questions that will be addressed in this content area?
2. What should students know, understand, and be able to do?
3. What content barriers are likely to get in the way of students learning in this area?
4. What assignments, assessments and classroom discussions are given to determine the student's progress in the content area?

Monitoring Instruction

1. Am I explicitly presenting information to students based on their learning needs and preferences?
2. Am I frequently monitoring student responses and providing correction procedures for incorrect student responses during instruction?
3. Do I provide ample and varied opportunities for practice that support success and correct failures during instruction?
4. Are my students actively engaged during instruction?

Adjusting Instruction

1. Does my instruction allow for alternative options for students at varying levels of understanding, such as format, technology and pace?
2. Does my instruction offer a variety of instructional options that appeal to students' learning needs and preferences? (i.e.) visual, auditory, kinesthetic, cooperative grouping etc.?
3. Do I adjust my classroom assignments to meet the needs of diverse learners by:
 - Determining where my students are and presenting work that is just beyond their level
 - Reinforcing and extending concepts learned
 - Assess my students' prior knowledge for the content or skill targeted for learning
4. Am I presenting and practicing content information to mastery?

What are Accommodations, Adaptations and Modifications?

Teachers should know how to differentiate curricular content from instruction.

Teachers should have a firm understanding of a student's current levels of performance.

Teachers should know the difference between Accommodations and Modifications.

Accommodations Checklist

-
- No change to the content or performance expectations
 - No change in the standards specified for the students
 - The accommodations address the diverse learning needs across all subject areas
 - Consideration has been made regarding:
 - Presentation of the teaching material: Visual, auditory, tactile or kinesthetic
 - Instructional Grouping
 - Adjustment to Planning and Scheduling Timeline
 - Learning styles that foster achievement
 - Additional supports the student/s may require: Peer tutoring, paraprofessional support, assistive technology
 - What methods will be used for motivation and reinforcement
 - Whether pre-teaching the lesson is needed

Modifications Checklist

-
- Be aware of what knowledge and skills are being assessed to determine whether the instructional focus on what students will need to do in an assessment is being maintained
 - Subject matter needs to be altered
 - The performance expected of the student/s is changed
 - Keeping the subject matter and essential curricular goals and standards the same but considering changing the materials used in the lesson
 - Teacher will design new material and tasks for individual children that mirror the general education curriculum
 - Using a textbook or text in the same subject matter but that is below the grade level of the class

Adaptations Checklist

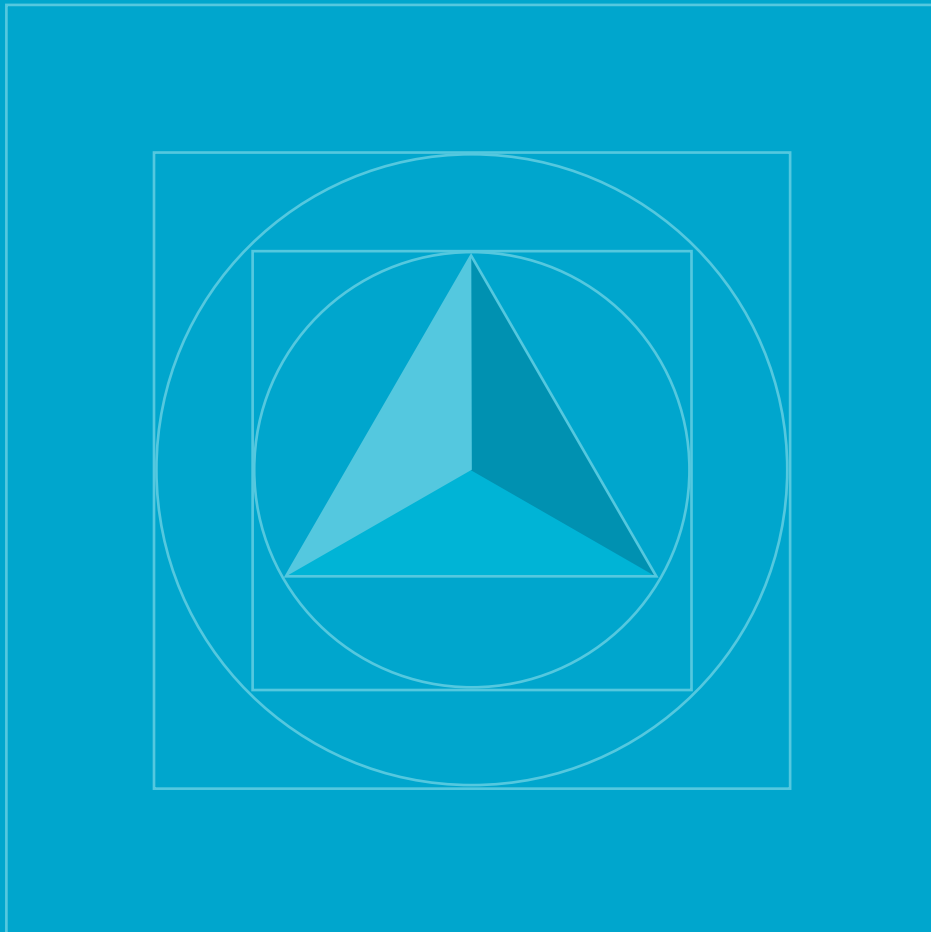
-
- Subject matter needs to be altered
 - The performance expected of the student/s is changed
 - Keeping the subject matter and essential curricular goals and standards the same but consider changing the materials used in the lesson

TEACHER TIPS

Most powerful instructional strategies linked to accessing and making progress in the Core Curriculum:

- Identification of similarities and differences
- Taking notes and summarizing
- Reinforcing effort and providing recognition
- Homework and practice

Delivering Instruction



STRATEGIES

RESOURCES • LINKAGES

Effective Instructional Strategies

1.	Allocated Time Engaged
2.	Big Ideas
3.	Choral Responses
4.	Clear, Verbal Instructor/Pre-Corrections
5.	Concept Map
6.	Deductive-Inductive Lessons
7.	Direct Instruction
8.	Distributed Practice
9.	Error Correction
10.	Frame Model Lead
11.	Guided Notes
12.	Guided Practice
13.	Instructional Routine/Focused Instruction
14.	Lesson outline
15.	Precision Teaching
16.	Priming Prior Knowledge
17.	Providing Contiguity
18.	Providing Effective Remediation
19.	Response Cards
20.	Self-Monitoring
21.	Socratic Dialogue
22.	Strategic Sequencing of Information- Pattern Recognition
23.	Subject Matter Unifiers
24.	Teach At A Brisk Pace
25.	Timed Trials
26.	Use of Reminders
27.	Use of Juxtaposition of Examples & Non-Examples
28.	Utilizing Repetition Effectively
29.	150 Ways to Present Information
30.	Delivery of Instruction Checklist
31.	Instructional Accommodation/Modifications
32.	Listening Passage Preview

STRATEGIES • RESOURCES • LINKAGES

4

1

Allocated Time and Engaged Time**How to Teach the Strategy**

The amount of allocated time devoted to specific content varies from classroom to classroom. Teachers may be limited in their ability to plan and control allocated time. Administration often requires specific amounts of time to be allocated depending upon content area. What teachers can do is concentrate on using allocated time to increase the actual time that students are directly engaged in the learning process (engaged time).

Teachers can accomplish this by:

1. Decreasing time spent on non-teaching topics.
2. Allocating instructional time to activities that will directly engage students (i.e. choral response).
3. Increase time spent teaching: keep important teaching activities sacred (i.e. math & reading), use research-based curricula, be sure preparation for classes is done ahead of time, and establish the expectation of rapid readiness with students.
4. Teach at a brisk pace.
5. If possible, teach in small, homogenous groups, having all students face the teacher

Student Benefits	Teacher Benefits	Addresses the following Principles of Instruction
<ul style="list-style-type: none"> • Student engagement rates increase when activities are directed by the teacher, rather than spent on seatwork. • More content/skills can be learned by students. 	<ul style="list-style-type: none"> • Decreased time spent on non-teaching topics. • Increased time spent directly teaching students. 	<ul style="list-style-type: none"> • Engagement Time • Success Rate/Frequent Opportunities for Success • Content Depth/Opportunities to Learn • Grouping for Instruction • Organizing and Activating Knowledge • Making Instruction Explicit

4**DELIVERING INSTRUCTION****2****Big Ideas****How to Teach the Strategy**

1. Introduce a unit or a series of lessons with a big idea.
2. Determine the information that is most critical for the students to learn.
3. Align the objectives within a lesson to the overall objectives/goals to the unit to reflect the critical information.
4. On a daily basis, introduce the daily lesson by reminding students of the big ideas they are working on.
5. Throughout the lesson, point out how the current materials and tasks are derived from and help elaborate upon the big ideas.
6. End the lessons and projects by reminding the students that their work has been guided by the big ideas.
7. Use graphic organizers to illustrate the big ideas, state the big ideas frequently and have students refer to the big ideas in their discussion and written work.

STUDENT BENEFITS	TEACHER BENEFITS	ADDRESSES THE FOLLOWING PRINCIPLES OF INSTRUCTION
Students see the relevance of what they learn and how to apply it to varied situations. Big ideas help students focus on important features of what they read and hear, and assist students in organizing what they learn in a meaningful way. Big ideas make it possible for students to learn as much as they can and learn it as efficiently as possible.	This strategy provides a framework for teachers to focus on the most important ideas and concepts within their course content. It provides teachers with a structure for teaching new information to students. This strategy can be used across curricular areas.	<ul style="list-style-type: none"> • Scaffolded Instruction • Addressing Forms of Knowledge • Organizing /Activating Knowledge • Teaching Strategically • Teaching Sameness.

3

Choral Responses

How to Teach the Strategy

1. First the teacher provides clear directions and models one or two trials giving the students an opportunity to experience choral responding.
2. The teacher will then explain the clear signal or cue to indicate when students are to respond. Students will practice responding to the teacher using signal or cue.
3. After each response from the group, the teacher should provide specific feedback on the correct responses.
4. Other hints for the teacher on how to use choral responding in the classroom are:
 - Be sure to maintain a lively pace.
 - Provide think time (response time).
 - Randomly call on individual students from time to time.

STUDENT BENEFITS	TEACHER BENEFITS	ADDRESSES THE FOLLOWING PRINCIPLES OF INSTRUCTION
<p>When students are provided with high rates of success during instructional activities, their learning is increased.</p> <p>Using choral responses increases students on-task behavior.</p>	<p>Because all students are responding, the teacher is provided immediate feedback as to who got the answer correct, who struggled with the response, and who did not respond at all.</p> <p>The teacher can adjust instruction immediately based on the students responses.</p>	<ul style="list-style-type: none"> • Engagement Time. • Success Rate/Frequent Opportunities for success.

Group-Response Techniques

When students respond as a group to academic content, they are actively engaged and more likely to learn the material being taught. Group-Response Techniques

Teachers have found imaginative ideas for using group -response formats in ways that do not require cards. For example, an instructor might post a large “YES” sign in the left corner at the front of the room and a large “NO” sign in the opposite corner. Students silently point to the appropriate sign in answering a series of yes-no questions posed by the teacher.

Some teachers also like to require that the class observe a short ‘thinking pause’ before calling out answers or flashing their response cards; this pause can both encourage students to think carefully before responding and allow less-proficient students sufficient time to come up with their own responses. Most important, the teacher can observe student responses to get immediate feedback about whether the majority of students in the class are truly understanding the academic content. Here are two group-response techniques (Heward, 1996):

CHORAL RESPONDING:

Many teacher-led activities are suitable for using choral responding (all students in the class or group respond orally in unison to a teacher prompt). Choral responding is ideal for curriculum content that:

- can be answered in short (1-3 word) responses
- has only a single correct answer to to question
- can be presented in a fast-paced manner.

The teacher should introduce choral responding by providing clear directions and modeling the procedure. To avoid confusion, the teacher should use a clear, consistent cue to signal to students to respond. (The instructor may also choose to institute a ‘thinking pause’, having students silently collect their thoughts before giving them the signal to answer.)

When choral response is used, some students may offer incorrect answers; the instructor should provide feedback to the group about the ‘majority’ response (the response called out or signaled by the largest number of students). The teacher can keep students focused on the group activity by occasionally calling on a randomly selected individual child to answer. Choral responding works best when delivered at an appropriately rapid pace.

RESPONSE CARDS:

Students can respond as a group by displaying ‘response cards’ which display their answers to a teacher question or academic problem. Two response-card formats may be used: (1) cards with pre-printed response choices (e.g., “YES/NO”) and (2) cards on which students write their responses.

Irrespective of the type of card format used, the teacher should introduce response cards by explaining and demonstrating their use and letting students practice the response procedure until they are proficient in using the cards. The instructor should maintain a quick, lively pace through the lesson, providing clear clues about when the students should hold up or put down their cards. Some students will inevitably offer an incorrect answer; the instructor should simply focus on, and provide feedback for, the majority response.

If pre-printed response cards are used, the instructor will have the best results if the cards contain items that are clearly legible from the front of the room, are designed to be easy for students to manipulate and display to the teacher, and have sufficiently few items to prevent students from becoming confused. (Additional items or cards can be added to the class’s routine as students master the use of the cards.)

STRATEGIES • RESOURCES • LINKAGES**4**

If write-on response cards are used, it is best to limit responses to 1 to 2 words if possible. Students may shy away from writing, or be slowed down, by problems with spelling. Among useful strategies to reduce spelling difficulties, the instructor could:

- have students 'pre-practice' the spelling of new vocabulary words prior to the lesson
- post unfamiliar spelling terms on the board for students to refer to as they write their responses, or
- encourage students to try their best in spelling their responses but reassure them that misspellings will not be counted against them.

PERFORMANCE FEEDBACK:

Regular instructor feedback is built into both choral responding and use of response cards. In giving feedback, the teacher should give students information about whether the majority class response is correct, and immediately provide the correct response and supporting explanation if a significant number of students had answered incorrectly. Those items missed by many students should be presented again later in the lesson to ensure that students have learned the material after receiving corrective feedback.

The instructor should also praise students periodically for appropriate and prompt use of the group response format. Additionally, the teacher should acknowledge and validate answers that differ from the instructor's but could still be considered correct.

TROUBLESHOOTING: HOW TO DEAL WITH COMMON PROBLEMS IN USING 'GROUP-RESPONSE TECHNIQUES'

Q: When I use response cards with my class, I notice that some students copy the responses from their neighbors' cards instead of thinking of their own answers. What should I do about this?

Response cards provide children with a means of getting actively involved in the lesson. Therefore, children should not be discouraged from looking at each others' cards, even if they appear to be copying the response of other students. Rather, the teacher should interpret this student behavior as a possible sign that the child may be confused about the task or may not yet have a firm grasp on the material being presented. In either instance, the instructor can make arrangements to provide the child with additional instruction and guidance as needed.

REFERENCE

Heward, W.L. (1996). Three low-tech strategies for increasing the frequency of active student response during group instruction. In R. Gardner III, D. M. Sainato, J.O. Cooper, T.E. Heron, W.L. Heward, J.W. Eshleman, & T.A. Grossi (Eds.) *Behavior analysis in education: Focus on measurably superior instruction* (pp. 283-320). Pacific Grove, CA: Brooks/Cole.

4

DELIVERING INSTRUCTION

4

Clear, Verbal Instruction/Pre-Corrections

How to Teach the Strategy

Pre-correction requires the use of clear, verbal instructions in order to gain the expected student response:

- **To direct students attention as to where and when to begin.**
("Put your finger under the first word")
- **To emphasize a rule**
("Remember to track under the line when you are reading or someone else is reading") or
- **To emphasize new information**
("When we see an X between two numbers or parenthesis, we multiply").

The teacher checks for student response and verbally reinforces when the response is correct.

STUDENT BENEFITS	TEACHER BENEFITS	ADDRESSES THE FOLLOWING PRINCIPLES OF INSTRUCTION
<p>Pre-correction strategies help student's:</p> <ul style="list-style-type: none"> • Stay focused during the lesson. • Increase accuracy. • Improve the ability to apply knowledge and skills more independently. • Store, organize, and retrieve information. • Learn to anticipate difficulties and pre-correct on their own. 	<p>Pre-correction help teachers:</p> <ul style="list-style-type: none"> • Strengthen and generalize concepts resulting in fewer student errors increased speed. • Cover more information. • To focus student information. • Save time from repeating instructions. • Makes instruction smoother due to less interruptions. 	<ul style="list-style-type: none"> • Engagement Time • Success Rate/ Frequent Opportunities for success • Scaffolded Instruction • Teaching Strategically • Making Instruction Explicit • Organizing and Activating Knowledge

5

Concept Map

How to Teach the Strategy

- Display a blank Concept Map on an overhead projector (a sample can be found at <http://www.graphic.org>). Model how to use the Concept Map by choosing a familiar concept and asking students for information on the topic. The information should include a main category, a word that relates to that category, and specific examples of the category.
- Present a new key concept from material students are learning. Students can work in pairs to create a Concept Map using the information from the reading passage, dictionary, or their own background knowledge
- When students have finished constructing their Concepts Maps, have them use the maps to write a complete definition for the concept. Their definition should include all of the information they used in the development of their Concept Map.
- Students can then create other Concept Maps to use for review and to study for tests.

STUDENT BENEFITS	TEACHER BENEFITS	ADDRESSES THE FOLLOWING PRINCIPLES OF INSTRUCTION
Students access their prior knowledge while gathering new knowledge and information to include in their definitions. The visual representation of the concept helps students to remember it. The Concept Map creates a format for sharing the knowledge and information that has been generated.	This strategy can be used with students elementary through secondary levels. It can be used to develop vocabulary, process information, graphically represent information, stimulate student thinking, and build independent learners.	<ul style="list-style-type: none"> • Engagement Time • Content Depth/ Opportunities to Learn • Scaffolded Instruction • Organizing and Activating Knowledge • Teaching Strategically.

Deductive-Inductive Lessons

How to Teach the Strategy

Deductive Lessons:

The teacher reviews previous learned, relevant material then introduces a small number of new concepts to build upon the material. Once that information is acquired by students, the teacher connects that information to the major portion of the instruction/big idea. The class will then examine specific events in order to make the connection to the big idea. The teacher will then finish up by checking students understanding by asking them to discriminate additional relevant and irrelevant events.

Inductive Lessons:

The teacher and class review previously learned, relevant material and introduce new vocabulary. Specific events are then presented to the class, first individually. Instruction will then help construct that these events support some sort of big idea/ concept.

The teacher may then present more events in support of the same big idea/concept. In conclusion, it will be beneficial for instruction to continue to develop relationships of the big idea.

STUDENT BENEFITS	TEACHER BENEFITS	ADDRESSES THE FOLLOWING PRINCIPLES OF INSTRUCTION
When instruction uses deductive and inductive lessons, students are able to learn more and at higher levels. These lessons assist students in learning about significant events as well as organizing these events into a larger scheme.	Teachers using deductive and inductive lessons are able to move away from memorization of little facts to focusing on essential learning outcomes. Students are taught to capture relationships and make connections on the major portions of the curriculum.	<ul style="list-style-type: none"> • Scaffolded Instruction • Organizing/ Activating Knowledge • Engagement Time • Content Depth/ Opportunities to learn • Addressing Forms of Knowledge • Teaching Strategically • Teaching Sameness.

Direct Instruction

How to Teach the Strategy

- Organize instruction around “big ideas” –those concepts and principles that facilitate the most efficient acquisition of knowledge to which students can assimilate new learning.
- Administer short proficiency tests to assure that each student begins at the level and lessons for which he/she is prepared.
- Plan instruction to consist of a logical-developmental sequence format that includes a systematic arrangement of practice and ongoing assessments of learning. Integrate skills and knowledge to permit students to examine the relationships among various concepts.
- Design each lesson to consist of short exercise from different strands on slightly divergent, but, related topics. Check that the length of the lesson is commensurate with the activity levels and attention spans of students of different ages.
- Use precisely laid out lesson plans which use consistent presentation formats for similar tasks. Include modeling and illustration when introducing new tasks.
- Teach students in small groups to provide opportunities for participation, to interact with peers, and to assure individual attention when necessary. Monitor and coach students learning during lessons and when they are working independently.
- Implement mediated scaffolding and gradually move instruction from a primarily teacher-guided to a more student-guided format, requiring students to complete tasks with less prompting and fewer cues.
- Include periodic review of instruction that not only integrates knowledge, but provides opportunities to generalize new skills.
- Frequently check for understanding to ensure that all students have mastered the material and to determine which skills need to be reinforced.

STUDENT BENEFITS	TEACHER BENEFITS	ADDRESSES THE FOLLOWING PRINCIPLES OF INSTRUCTION
<ul style="list-style-type: none"> • Students are placed at appropriate instructional levels based on performance. • Instruction is easy to follow due to the consistent use of instructional language and efficient organization. • There are frequent review opportunities. • Numerous large and small scale evaluations have found significant positive effects on student achievement in reading, language arts, and/or mathematics. • Several studies have found that use of direct instruction in high school yields higher test scores, graduation rates and college acceptance rates. 	<ul style="list-style-type: none"> • The highly structured instructional lesson plans assist teachers in keeping the language of instruction clear and consistent while teaching. • Teachers are able to carefully monitor students in small groups, and correct errors immediately. • Teachers receive feedback from students signals and oral responses. • As the result of formative assessments of learning and checks for understanding, teachers can closely monitor student progress, and firm skills accordingly. 	<ul style="list-style-type: none"> • Engagement Time • Success rate/ Frequent Opportunities for Success • Grouping for Instruction • Scaffolded Instruction • Organizing and Activating Knowledge • Teaching Strategically • Making Instruction Explicit Teaching Sameness, • Content Depth/ Opportunities to Learn • Addressing Forms of Knowledge

Introducing Academic Strategies to Students: A Direct-Instruction Approach

Teachers know how difficult it often is to get students to understand and use a new academic strategy. A number of roadblocks can prevent students from successfully applying strategies. For example, students may initially learn the steps of a strategy incorrectly and become discouraged when they discover that it does not help them with their work. Even if students become proficient in using a strategy, they may fail to recognize those academic situations when the strategy should be applied. (An unused strategy is equal to no strategy at all!) Or students may know full well when they are supposed to use a strategy (e.g., proofreading a homework assignment) but simply be unmotivated to do so.

Fortunately, you can follow a direct-instruction sequence to increase the probability that your students will both correctly master and actually use effective academic strategies. This framework includes four major stages: (1) you explicitly show students how to use the skill or strategy, (2) students practice the skill under your supervision—and you give frequent corrective feedback and praise, (3) students use the skill independently in real academic situations, and (4) students use the skill in a variety of other settings or situations (“generalization”). To avoid overloading your students with more new information than they can absorb, teach only one strategy at a time and make sure that your students have thoroughly mastered each strategy before teaching them another.

STEP 1: “SHOW THEM!” The teacher demonstrates to students how to use the skill. The goal in this introductory step is to demonstrate the strategy so clearly that students will have a firm understanding and foundation for their later mastery of the skill. In most cases, you should devote at least a full session to demonstrating the strategy. (More complex strategies may require additional time.) During the lesson, students should be actively engaged and responding, rather than passively listening. If possible, make the session fast-paced, interactive, and fun!

Introduce the skill. To build a rationale for using the skill, discuss the problem or difficulty that it can resolve.

- You might, for example, introduce the use of keywords (a strategy for memorizing factual information) by holding up a classroom science text and saying, “You will need to remember hundreds of important facts from your science reading. Today we are going to learn a strategy that can help you to do this.”
- You can also stimulate student interest and motivation and activate the class’ prior knowledge of the topic by having the group briefly share their own favorite techniques for accomplishing the same academic goal (e.g., “What are some of your favorite ways to memorize lots of facts?”).

Describe & demonstrate the skill.

- Present the main steps of the strategy in simple terms.
- List the same main steps on a wall poster or in a handout so that students can refer back to them as needed.
- Use overhead transparencies or other visual aids to display examples of text, academic worksheets, or other materials that you will use to demonstrate the strategy.
- Consider handing out student copies of the same materials so that your class can work along with you.
- Take students through several demonstrations in which you walk through the steps of the strategy.
- Use a “think-aloud” procedure to share your reasoning with students as you apply the strategy.
- Start with simple examples that most students should be able to understand without difficulty. Introduce increasingly complex examples until you are demonstrating the strategy using grade-appropriate content.

STRATEGIES • RESOURCES • LINKAGES

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Assess student understanding. The class is ready to move to the next stage of instruction when most students appear to have a general understanding of the steps in the strategy, and guidelines for when to use it. You should be able to tell through the quality of student responses whether the class grasps the strategy.

STEP 2: “WATCH THEM AND PRAISE THEM!”

Students practice the skill under teacher supervision. At this stage, students have begun to acquire the strategy but need opportunities to practice it under teacher supervision. Teacher oversight and feedback is especially important to prevent students new to the skill from practicing it incorrectly.

Start by giving students simple examples. As students become more skilled in using the strategy, give them more advanced academic materials, until the examples are equal to grade-level work.

For this stage, you may want to pair students and have them alternate roles: one student applies the strategy to an example, while the other acts as the observer who checks the posted strategy steps to be sure that all steps were correctly followed. As students work, you can walk around the room to monitor the dialogue, and provide feedback, praise, and assistance as needed. Alternatively, you may want to have students work independently and then ‘report out’ on their strategies to the larger group.

Many students, particularly those who need more practice and support to learn a new skill, do best at this stage if they are encouraged initially to “think aloud” as they move through the strategy, i.e. stating each step of the skill as they implement it and giving reasons for the decisions that they make. As students show that they can use the strategy dependably, you can ‘fade’ students’ use of “think aloud”. First, demonstrate to them how to lower their tone of voice during “think-aloud” until students are whispering softly the steps of the strategy. Then model to students how to mouth the steps silently or simply to think through the steps without actually stating them.

While most of your students are likely to progress at a similar rate, you will probably find that several students are advanced in their understanding of the skill and others lag behind. You may want to assign advanced students as peer strategy “coaches” to work with their classmates. Students who struggle in acquiring the strategy may require scaffolding support (individual modifications to help them to master the concepts or tasks), such as additional teacher feedback and praise, simplified practice materials, or more opportunities to try out the skill.

Assess student acquisition. Your class is ready to advance to the next stage when the majority appears to understand and to be able to use the strategy reliably—at least with simple materials.

STEP 3: “MAKE THEM USE IT!”

Students employ the skill independently in real academic situations. After learning a strategy and practicing it under your supervision, students are now ready to use it to complete classwork and homework assignments.

Again, you should start off with students applying the strategy to simpler assignments. Gradually increase the length and complexity of assignments as students become more confident and skilled with the strategy. Be prepared at the start of this stage to monitor students’ follow-through and care in using the strategy. Give ongoing feedback and encouragement as needed.

STEP 4: “EXPAND THEIR HORIZONS!”

Students use the strategy in all appropriate settings or situations. The ideal outcome of strategy training is that the student generalizes the training (e.g., is able and willing to use the strategy in any academic situation in which it would benefit him or her). Although it is every teacher’s fervent wish that students generalize good academic strategies, most children need direct training and reinforcement to help them to apply a skill across settings (e.g., at school and at home) or in different activities. Here are some ideas to assist students to generalize skills:

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DELIVERING INSTRUCTION

- When you first train students to use the strategy, give them varied materials. If you are training them to use a reading strategy, for example, you might use excerpts from an encyclopedia, a news magazine, and a history textbook.
- Use a clear, simple verbal prompt or other reminder whenever you want students to employ a specific strategy.
- Let other teachers know that you have taught your students a specific strategy. Share copies of the strategy steps with these instructors and urge them to require students to apply the strategy in their classrooms.
- Send a note home to parents outlining the steps of the strategy that their child has been taught. If appropriate, encourage parents to help the child to use the strategy on a homework assignment.
- Enlist students who are proficient in using the strategy to serve as peer tutors, available to train other students (or even adults!) to use the skill.
- Have students share creative ideas for extending, improving, or enhancing the strategy. Type up these ideas to share with other students and instructors.

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8

Distributed Practice**How to Teach the Strategy**

For the teacher instructing students in the distributed practice strategy, the teacher will describe distributed practice and show the students how they can personally benefit from its use. The teacher will model the development of a weekly study schedule using a self-talk process. The teacher will monitor students as they develop and implement a distributed study schedule providing feedback as needed.

STUDENT BENEFITS	TEACHER BENEFITS	ADDRESSES THE FOLLOWING PRINCIPLES OF INSTRUCTION
<ul style="list-style-type: none"> • Distributed practice allows time for things to consolidate and for the student to build a basic background of knowledge. • Distributed practice allows multiple exposures to concepts and skills. • Distributed practice optimizes learning and long term retention of skills. • Distributed practice allows improved generalization. 	<ul style="list-style-type: none"> • Distributed practice increases efficiency of instruction. • Distributed practices reduces inappropriate behaviors. 	<ul style="list-style-type: none"> • Success Rate/Frequent Opportunities for Success • Content Depth/Opportunities to Learn • Teaching Strategically • Simple Facts • Concepts • Establishing acquisition • Teaching for retention • Facilitating independent use of knowledge

4**DELIVERING INSTRUCTION****9****Error Correction****How to Teach the Strategy**

- Once new skill has been introduced, correct responses are modeled for students
- Provide frequent opportunities to measure accurate responses.
- If student response is correct, provide immediate praise
- If student response is incorrect, Immediately (within 3-4 seconds) model correct response for student.
- Verify understanding of correct response by having student repeat correct response.
- If an error occurs again, re-teach the content.
- Provide additional practice to facilitate acquisition of skill.
- Test to verify retention

STUDENT BENEFITS	TEACHER BENEFITS	ADDRESSES THE FOLLOWING PRINCIPLES OF INSTRUCTION
Error correction provides the student access to immediate feedback. Student success rate increases which then leads to accuracy and fluency with the new skill.	The teacher is able to obtain accurate information about student learning and is able to adjust instruction right away.	<ul style="list-style-type: none"> • Success Rate/ Frequent Opportunities for Success • Scaffolded Instruction • Making Instruction Explicit • Organizing and Activating Knowledge • Engagement Time

10

Frame Model Lead**How to Teach the Strategy****FRAME:**

The teacher states the learning task.

MODEL:

The teacher presents information verbally or through demonstration. If necessary, the teacher repeats the model to make sure that all students heard or saw the model.

LEAD:

The teacher and students perform the learning task together, several times if needed, to ensure that all students perform the task correctly.

TEST/CHECK:

Students perform the task independently, repeating it until correct. This allows the teacher to observe students mastery of the task or corrections.

VERIFICATION:

The teacher provides specific feedback, stating what the student has learned.

STUDENT BENEFITS	TEACHER BENEFITS	ADDRESSES THE FOLLOWING PRINCIPLES OF INSTRUCTION
Students become independent with new information. Students experience success immediately using the new information.	The teacher has frequent opportunities to observe student progress and adapt or revise instruction as appropriate.	<ul style="list-style-type: none"> • Engagement Time • Success Rate/ Frequent Opportunities for Success • Scaffolded Instruction

Guided Notes

How to Teach the Strategy

When creating Guided Notes, the Teacher Needs to:

- Read/review the content to be used for the verbal presentation.
- Identify the critical content and supporting details, aligned with the School District curriculum, to be used for the verbal presentation.
- Select a format for the guided notes (ex., paragraph form, bulleted list).
- Fill in the guided notes, using an overhead transparency, while presenting the information to the students.

STUDENT BENEFITS	TEACHER BENEFITS	ADDRESSES THE FOLLOWING PRINCIPLES OF INSTRUCTION
Guided Notes help the students maintain active engagement during verbal presentations, comprehend verbal presentations, make sense of the content after a verbal presentation and review content prior to a quiz or test	Guided Notes help the teacher <ul style="list-style-type: none"> • identify concepts and key points to include in a verbal presentation • focus on main points • organize their verbal presentation • deliver their verbal presentation at a pace that is appropriate for all students 	Organizing and Activating Knowledge

STRATEGIES • RESOURCES • LINKAGES

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Guided Practice**How to Teach the Strategy**

1. Organize the lesson around a particular concept (content) or strategy (thinking skill).
2. Pose a series of questions beginning with easy or familiar examples of the concept or strategy.
3. Check for understanding by all students, and provide for processing by all students.
4. Continue the discussion at a brisk pace, with the questions and examples gradually becoming more difficult, leading to new learning.
5. If students struggle with a question/example, return to an easier question/example.
6. Scaffold instruction with:
 - Purposeful selection of questions and examples
 - Careful juxtaposition of examples to lead to new learning
 - Strategic sequencing of tasks from easier to more difficult
 - Additional information (prompts) provided by the teacher to reveal essential features of learning
7. Emphasize learning by practicing, observing and thinking.
8. Strive to make concepts crystal clear, and maintain that clarity as students progress to more difficult examples.

STUDENT BENEFITS	TEACHER BENEFITS	ADDRESSES THE FOLLOWING PRINCIPLES OF INSTRUCTION
<ul style="list-style-type: none"> • Guided Practice provides the student access to immediate feedback. Student success rate increases which then leads to accuracy and fluency with the new skill. • Guided Practice enables students to construct and reconstruct knowledge, with the teacher preventing the development of misconceptions. • Students engage in the cognitive processing activities of organizing, reviewing, rehearsing, summarizing, comparing, and contrasting, which lead to greater comprehension and retention. 	<ul style="list-style-type: none"> • The teacher receives immediate feedback from student responses, enabling the correction of misconceptions as the students develop new concepts and skills. • The teacher is able to obtain accurate information about student learning and is able to adjust instruction immediately. 	<ul style="list-style-type: none"> • Engagement Time • Success Rate/ Frequent Opportunities for Success • Content Depth/ Opportunities to Learn • Scaffolded Instruction • Addressing Forms of Knowledge • Teaching Strategically

Instructional Routine/Focused Instruction

How to Teach the Strategy

- For example, in order for students to complete assignments they must be taught the steps necessary for successful completion of this task. This can be accomplished by teaching students to use calendars in order to record assignments.
- First, teach students to write calendar entries that include the subject and notes about the assignment.
- Then, have students write calendar entries that include the subject with the assignment, and are entered on the correct due date.
- Next, teach students to divide long-term assignments into smaller tasks, determine their due date and record these tasks on the assignment calendar.
- Once accomplished, the students will use an assignment calendar to plan homework and formulate an action list prioritizing assignments independently.

STUDENT BENEFITS	TEACHER BENEFITS	ADDRESSES THE FOLLOWING PRINCIPLES OF INSTRUCTION
By explicitly teaching classroom and instructional routines, students are able to organize and activate knowledge in a quicker manner. Students will participate more effectively and will be actively engaged in class discussion and instruction.	Teachers will spend less time reviewing how to complete an instructional routine (e.g., writing down a homework assignment, organizing a notebook, taking notes). More time will be spent with students actively engaged in instruction during the class period.	<ul style="list-style-type: none"> • Engagement Time • Organizing and Activating Knowledge • Making Instruction Explicit • Success Rate/ Frequent Opportunities for Success • Teaching Strategically • Scaffolded Instruction

STRATEGIES • RESOURCES • LINKAGES

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Lesson Outline

How to Teach the Strategy

- Prior to the lesson, organize the content using a visual device - an outline, chart, diagram, guided notes, or a concept map.
- Display the organizer on the chalkboard/whiteboard or handout to set the groundwork for focusing on the lesson topic before the instruction begins.
- Call attention to the organizer to open the lesson.
- Refer to the organizer to make connections and to integrate related concepts.

STUDENT BENEFITS	TEACHER BENEFITS	ADDRESSES THE FOLLOWING PRINCIPLES OF INSTRUCTION
The visual device enables students to see the logical progression of learning in the lesson and recognize why it is important to attend to and retain what is being taught. In addition, the organizer helps to sustain engagement by allowing the students to view where they are within the framework of the lesson sequence.	By utilizing lesson outlines or advance organizers, teachers are able to set the groundwork for focusing the lesson content. They can use these visual devices to strategically integrate elemental knowledge into larger patterns that help make activities and skills meaningful.	<ul style="list-style-type: none"> • Organizing and Activating Knowledge • Teaching Strategically • Making Instruction Explicit • Content Depth/ Opportunities to Learn • Scaffolded Instruction • Addressing Forms of Knowledge

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DELIVERING INSTRUCTION

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Precision Teaching

How to Teach the Strategy

- First, the teacher determines the skills to be practiced and selects a specific practice sheet that correlates with the current curriculum and student need.
- Students are told that they will be doing one-minute practice sheets to build skills in an area such as basic math facts.
- Students score and chart the number of correct and error responses to determine their baseline performance.
- The teacher charts the baseline result and sets a specific performance standard for each student.
- During each practice session, the students complete a worksheet and try to beat their previous score. They also graph the results of their performance.
- The teacher sets a long-term goal for each student based on fluency ranges for their age and/or grade. For example, by grade 3 students can typically complete addition facts with sums 0-9 at a rate of 60 to 125 digits per minute.

STUDENT BENEFITS	TEACHER BENEFITS	ADDRESSES THE FOLLOWING PRINCIPLES OF INSTRUCTION
<ul style="list-style-type: none"> • Teaches student goal setting • Emphasizes the idea that the learner knows best • Ensures that students are active participants in their learning • Focuses on building skills and automaticity • Provides students with a visual representation of their progress 	<ul style="list-style-type: none"> • Lends itself to student progress monitoring • Provides quick and motivating means to assist students in achieving mastery once skill accuracy is demonstrated • Provides a visual representation of student achievement • Increases skill fluency and tracks retention and skill generalization • Can be used with any curriculum, methodology or style 	<ul style="list-style-type: none"> • Engagement Time • Success Rate/ Frequent Opportunities for Success

Priming Prior Knowledge

How to Teach the Strategy

1. When moving forward in a topic previously covered, review information from earlier lessons as part of the introduction to the current lesson. Describe how this previous knowledge relates to the new lesson. Graphic organizers are a useful strategy for organizing this information and for making the links between prior knowledge and new information explicit.
2. When introducing a topic not previously addressed in class, begin by asking students what they know about the topic. Review related information from other topics as needed.
3. When introducing use of a skill not previously used in the present setting, review use of the skill in other settings (e.g., review use of library to find information as a preview for writing a research paper in social studies).

STUDENT BENEFITS	TEACHER BENEFITS	ADDRESSES THE FOLLOWING PRINCIPLES OF INSTRUCTION
<ul style="list-style-type: none"> • Students are able to use their prior knowledge as a base upon which to add additional basic information, or to move to higher forms of knowledge. • Students are able to see the relevance of previous learning. • Students are able to use the information and skills learned in one setting in other appropriate situations. • Linking new knowledge with previous knowledge helps with later recovery of that information from memory. 	<ul style="list-style-type: none"> • Building a brief review into the introduction of each lesson reduces the need for major review sessions in which material may have to be retaught because students have forgotten it. • Organizing lessons for students also provides useful structure for teachers. 	<ul style="list-style-type: none"> • Content Depth/ Opportunities to Learn • Scaffolded Instruction • Addressing Forms of Knowledge • Organizing and Activating Knowledge • Teaching Strategically • Teaching Sameness

Prior Knowledge: Activating the Known

Through a series of guided questions, the instructor helps students activate their prior knowledge of a specific topic to help them comprehend the content of a story or article on the same topic. Linking new facts to prior knowledge increases a student's inferential comprehension (ability to place novel information in a meaningful context by comparing it to already-learned information).

Reserve at least a full instructional session to introduce this comprehension strategy. (For effective-teaching tips, consult the guidelines presented in *Introducing Academic Strategies to Students: A Direct-Instruction Approach*.)

Use Text Prediction to Prepare Students for Homework Reading. You can apply the Text Prediction strategy to boost student comprehension of homework reading assignments. When assigning the homework passages, take students through the steps in the strategy. Then require that students take their own written predictions home to compare to their actual reading.

Transition from Group to Individual Application of the Strategy. As your students become proficient in applying the strategy, you can gradually train them to use the strategy independently.

As the instructor, you might hand out the three main ideas for a story and then direct students to take each idea and write out (1) a short account of their own experiences with the topic, and (2) a prediction of what the article or story will say about the main idea. You can collect these written assignments to monitor student understanding and follow-through in using the technique.

MATERIALS:

- Overhead transparencies of practice reading passages and sample Text Prediction questions, transparency markers
- Student copies of practice reading passages (optional) or reading/text books, blank paper and pencil or pen

PREPARATION:

- Prepare overheads of sample passages.
- Locate 3 main ideas per passage and-for each idea-develop a prior knowledge question and a prediction question (see below).

STEPS IN IMPLEMENTING THIS INTERVENTION:

Step 1: Introduce this strategy to the class:

Explain the Benefit of Using Prior Knowledge to Understand a Reading Passage: Tell students that recalling their prior experiences (“their own life”) can help them to understand the content of their reading. New facts make sense only when we connect them to what we already know.

Demonstrate the Text Prediction Strategy. Select a sample passage and use a “think-aloud” approach to show students how to use the text-prediction strategy. (Note: To illustrate how the strategy is used, this intervention script uses the attached example, Attending Public School in Japan.)

Prompt Students to Think About 'What and Why': Describe what strategy you are about to apply and the reason for doing so. You might say, for example, “I am about to read a short article on public schools in Japan. Before I read the article, though, I should think about my life experiences and what they might tell me about the topic that I am about to read about. By thinking about my own life, I will better understand the article.”

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Preview Main Ideas from the Reading and Pose Prior Knowledge and Prediction

Questions. One at a time, pose three main ideas that appear in the article or story. For each key idea, present one question requiring that readers tap their own prior knowledge of the topic and another that prompts them to predict how the article or story might deal with the topic. Here is a typical question cycle, composed of a main idea statement, prior knowledge question, prediction question, and student opportunity to write a response.

- “The article that we are going to read describes how different the writing system used in Japanese schools is from our own writing system.” (A main idea from the passage)
- “What are your own attitudes and experiences about writing?” (Prior knowledge question) Answer this question aloud, and then encourage students to respond.
- “What do you think that the article will say about the Japanese writing system?” (Prediction question) Answer this question aloud, and then seek student responses.
- “Now, write down your own ideas about what you think the article will say about the Japanese writing system.” [student written response] As students write their own responses, model for them by writing out your answer to the question on the overhead transparency.

Assign Students to Read the Story or Article Independently. Once you have presented three main ideas and students have responded to all questions, have them read the selection independently.

Step 2: When students have learned the Text Prediction strategy, use it regularly to introduce new reading assignments.

REFERENCES

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4**DELIVERING INSTRUCTION****17****Providing Contiguity****How to Teach the Strategy**

1. The teacher develops the learning objective and the assessment.
2. The concepts/skills students are to learn are broken down into small increments so that they will be performed as close together as possible. Additionally, the teacher provides direct explanation as to how the increments are related.
3. The teacher focuses attention on and highlights relationships, condenses time and/or condenses space between the related concepts/skills.
4. Guided practice occurs immediately after the instruction is delivered.
5. The teacher provides feedback, including corrections, as students practice the new learning.
6. Remediation occurs following the feedback session with the students.

STUDENT BENEFITS	TEACHER BENEFITS	ADDRESSES THE FOLLOWING PRINCIPLES OF INSTRUCTION
The evidence indicates that making events contiguous when teaching enhances the academic achievement of student's k-12. When students are directly taught the relationships between/among facts, concepts, and principles it will lead to deeper understanding of the content.	This instructional strategy requires the teacher to be pre-planned for each lesson. This will allow the teacher to focus on the presentation of the material and will enable the teacher to target the important connections between skills/concepts being taught.	<ul style="list-style-type: none"> • Making Instruction Explicit • Teaching Strategically.

Providing Effective Remediation

How to Teach the Strategy

Assessment of student learning occurs in many forms in the classroom through observation, pencil-paper activities, tests, and performance. The purpose of assessment is to evaluate the degree of learning the student has acquired. When students show low acquisition of the material, then remediation should occur. Friedman & Fisher (1998) suggest that recognition of the inadequacy is the first step. Once recognized, the teacher should engage the student in a remediation activity the teacher has pre-planned. A remediation plan may include reiteration or rephrasing of the directions and expectations of the task, or separation of the task into small parts with evaluation after each part.

STUDENT BENEFITS	TEACHER BENEFITS	ADDRESSES THE FOLLOWING PRINCIPLES OF INSTRUCTION
<ul style="list-style-type: none"> • Students of all ages must have their performance of assigned tasks evaluated to determine whether they have acquired the intended learning objective. • Frequency of evaluation and immediacy of feedback aids the student in using their time effectively toward learning. • Student performance can be increased when teachers utilize an evaluation, feedback, and remediation loop approach. • Students gain confidence in their performance by gaining positive feedback with supportive remediation opportunities. 	<ul style="list-style-type: none"> • Key to the evaluation, feedback, remediation loop approach allows teachers to control the instructional pace to meet the needs of each child. • Teachers gain a second opportunity to provide instruction to improve the task performance. In turn, student self-confidence is increased as a result of success in academic endeavors. 	<ul style="list-style-type: none"> • Success Rate/ Frequent Opportunities for Success • Content Depth/ Opportunities to Learn • Teaching Strategically, Making Instruction Explicit, Scaffolded Instruction. • Organizing and Activating Knowledge

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DELIVERING INSTRUCTION

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Response Cards

How to Teach the Strategy

- Introduce response cards to the group and explain how and when they will be used within the lesson.
- Model the appropriate use of a response card by asking the class questions. Model the appropriate way to answer using the response card while students watch the process.
- Develop a signal so students will know when it is appropriate to hold up their response card.
- Guided practice – Lead the students through the process of listening to the question/statement, waiting for a verbal or physical signal, and then "answering " with the response card.
- Check students' understanding of how to use response cards by asking questions, signaling for the response cards, and scanning the group to see the students' responses.
- Provide praise and/or error correction as appropriate.

STUDENT BENEFITS	TEACHER BENEFITS	ADDRESSES THE FOLLOWING PRINCIPLES OF INSTRUCTION
Students are actively engaged in the learning process at all times. Additionally, they are afforded frequent opportunities for practice and response.	<ul style="list-style-type: none"> • The teacher has all students actively engaged. Because ALL students are responding to the questions posed, the teacher can monitor student learning and adjust the instruction accordingly. • Response cards can be used at various times within a lesson. • Response cards are especially beneficial in fast-paced instruction. 	<ul style="list-style-type: none"> • Engagement Time • Success Rate/ Frequent Opportunities for Success • Making Instruction Explicit • Organizing and Activating Knowledge • Scaffolded Instruction

Self-Monitoring

How to Teach the Strategy

The teacher would give explicit instruction on how, when and why to use each self monitoring tool. The teacher would model each tool and give students feedback of both correction and encouragement as the students use the tool. The goal is for students to use the tool independently.

STUDENT BENEFITS	TEACHER BENEFITS	ADDRESSES THE FOLLOWING PRINCIPLES OF INSTRUCTION
<ul style="list-style-type: none"> • Involves students in the learning process. • Students become independent learners. • Errors are reduced because students can identify own errors. • Students do not have to continue practicing the wrong process until the teacher is available to point out errors. 	<ul style="list-style-type: none"> • Reduces need to provide constant feedback to students who are doing independent work. • Builds good relationship with students by affirming confidence in students' ability to monitor own work. • Self monitoring tools can be used across curriculum in pre-school through adult learning settings. 	<ul style="list-style-type: none"> • Engagement Time • Success Rate/ Frequent Opportunities for Success • Scaffolded Instruction • Organizing and Activating Knowledge • Teaching Strategically

Socratic Dialogue

How to Teach the Strategy

- The teacher asks a question. For example, “What is your definition of provocation?”
- After the student responds, the teacher repeats the student's answer and praises him/her.
- Then, the teacher asks the student to reconsider the definition (concept, rule relationship, etc.) and gives the student a hypothetical situation using the definition. If the initial definition that the student gave was incorrect or not accurate, the student is given the opportunity to either restate the definition to give it more clarity or the teacher will restate it for him/her.
- Finally, the teacher states what has been learned.

STUDENT BENEFITS	TEACHER BENEFITS	ADDRESSES THE FOLLOWING PRINCIPLES OF INSTRUCTION
<ul style="list-style-type: none"> • Sustains engagement • Learns to reason, and apply knowledge to new or different learning 	<ul style="list-style-type: none"> • Useful questioning technique that allows teachers to monitor student knowledge of current learning. • Building a Socratic Dialogue into each lesson reduces the need for major review sessions in which material may have to be retaught because students have forgotten it. 	<ul style="list-style-type: none"> • Scaffolded Instruction

Strategic Sequencing of Information-Pattern Recognition

How to Teach the Strategy

First, assess the prior knowledge of students to connect the learning of new concepts and skills to previously learned information. Next, sequence/prioritize the information to provide only one new concept at a time. When teaching this concept, provide many examples and non-examples, as well as additional prompts to make important details obvious. As learners become more fluent with the concept, reduce the amount of support and guidance.

STUDENT BENEFITS	TEACHER BENEFITS	ADDRESSES THE FOLLOWING PRINCIPLES OF INSTRUCTION
<ul style="list-style-type: none"> • Students organize and activate prior knowledge more efficiently and see relevance of skills previously learned to concepts currently being taught. • Activities and skills are more meaningful and therefore more easily retained and retrieved. • Students learn that there is a predictable pattern between acquiring and using knowledge and future application. 	<ul style="list-style-type: none"> • This strategy can be used across curricular areas. • Students become actively involved in the learning process, thereby reducing behavior problems. • This strategy provides educators with a structure for teaching complex information to students. 	<ul style="list-style-type: none"> • Scaffolded Instruction • Organizing and Activating Knowledge • Teaching Strategically • Making Instruction Explicit

Subject Matter Unifiers

How to Teach the Strategy

1. The teacher selects the organizer that is the most appropriate for the content to be taught (See Strategies to be Taught).
2. Students familiarize themselves with the content material to be learned.
3. The teacher models the use of the selected organizer using content that is familiar to the students.
4. The teacher and the students complete the organizer together in a guided practice format with the content to be learned.
5. Some students may need to work with a partially completed organizer before becoming completely independent with the strategy.
6. Students complete an organizer alone or with a small group of students to learn new content and to demonstrate mastery of the strategy.

STUDENT BENEFITS	TEACHER BENEFITS	ADDRESSES THE FOLLOWING PRINCIPLES OF INSTRUCTION
<ul style="list-style-type: none"> • Achievement of learning objectives is enhanced when subject matter unifiers are used. • Academic achievement of students in preschool through college is enhanced when subject matter unifiers are used in the teaching of a wide range of content area subjects. 	<ul style="list-style-type: none"> • Provides an instructional planner that organizes the lesson for the teacher. • Assists the teacher in unifying content from textbooks that tend to do an inadequate job of organizing parts/whole relationships within a single unit. 	<ul style="list-style-type: none"> • Textual Summaries: A succinct unifying scheme for outlining cognitively complex material. • Hierarchical Tree Diagrams: Hand-drawn unifiers used to classify relationships that are ranked. • Pictorial Representations: Hand-drawn unifiers that use visual images to convey relationships. • Subject Matter Outlines: A profile indicating principle features and their relationships.

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Teach At A Brisk Pace**How to Teach the Strategy**

- Increasing the pace just four seconds per minute every 50 minute class period yields 12 extra class periods by the end of a 180 day school year.
- Providing 12 learning opportunities (e.g. questions) per minute, students answered correctly about 80% of the time, and were on-task (engaged) 90% of the time compared with providing 5 learning opportunities per minute and answering correctly 30% of the time and on task 30% of the time.

STUDENT BENEFITS	TEACHER BENEFITS	ADDRESSES THE FOLLOWING PRINCIPLES OF INSTRUCTION
Improves accuracy, facilitates recall, and Improves time-on-task and interest in the content being taught.	Energizing for the teacher and students, holds students interest, provides increased instructional time, and leaves little time for off-task behavior.	<ul style="list-style-type: none"> • Engagement Time • Success Rate/ Frequent Opportunities for Success • Content Depth/ Opportunities to Learn • Grouping for Instruction • Organizing and Activating Knowledge • Making Instruction Explicit

Timed Trials

How to Teach the Strategy Instructional Method

Establish frequent time periods throughout the school day for time trials. Identify skills the student has mastered. Present time trials in a non-threatening manner, encouraging each student to beat his or her own score. These timings can be as short as 10 seconds or as long as 1 minute in duration. Students can also benefit by tracking their own progress on a chart or graph. Evaluate the effectiveness of your time-trial program

STUDENT BENEFITS	TEACHER BENEFITS	ADDRESSES THE FOLLOWING PRINCIPLES OF INSTRUCTION
Students become fluent with the information learned. Thorough systematic repetitions, automaticity with learned information is achieved. Students are afforded frequent opportunities for practice in a fun manner.	This practice procedure can be used across curricular areas. Data is collected on a regular basis. This data can be used to drive instruction. Time trials are time efficient.	<ul style="list-style-type: none"> • Engagement Time • Success Rate/ Frequent Opportunities for Success • Organizing and Activating Knowledge • Teaching Strategically • Making Instruction Explicit • Teaching Sameness

Use of Reminders

How to Teach the Strategy

- Provide direct instruction on commonly used effective reminders, and how to use them (acronyms, visual imagery, etc.).
- Determine which reminder is to be used by all students for a particular learning situation.
- Provide the students with ample practice time using the reminder tactic.
- Monitor students' practice with the reminder and provide specific feedback.
- Use direct instruction to teach students how to formulate and use reminders appropriate to the next learning situation.

STUDENT BENEFITS	TEACHER BENEFITS	ADDRESSES THE FOLLOWING PRINCIPLES OF INSTRUCTION
Students using reminders increase their ability to recall and retain difficult factual information, unfamiliar names, and terminology.	Teachers using this instructional strategy can move students quickly from simply learning basic facts, to higher forms of knowledge where students have an opportunity to apply their knowledge in a new way.	Organizing and Activating Knowledge

Use of Juxtaposition of Examples and Non-Examples

How to Teach the Strategy

Juxtaposition (to place side by side or in a rapid alternating sequence) of examples and non-examples is a strategy that can be utilized during initial instruction of concepts, rule relationships, or cognitive strategies.

Juxtaposition ensures that students can differentiate between examples and non-examples of a concept, rule relationship, or cognitive strategy taught due to the range of examples/non-examples used during instruction. This differentiation leads students to independent use of the concept, rule relationship, or cognitive strategy.

Examples/Non-examples selected in a teaching sequence must be placed in an appropriate order. The examples/non-examples should be sequenced according to the similarity or difference of their attributes.

Utilizing Repetition Effectively

How to Teach the Strategy

- Present to-be-learned information to students numerous times and in varied formats.
- Provide multiple opportunities for students to practice tasks. Instruct them to repeat challenging portions of the task (massed practice) when appropriate, such as pronouncing a difficult word repeatedly, repeating a new fact silently, playing a musical passage several times in a row, naming a new color or letter numerous times.
- Test students repeatedly on material to be learned.
- Make sure to vary the repetitions to avoid boredom. Examples could include choral and individual responding, oral and physical tasks (name "red", stand on "red"), written and oral tasks or reviews.
- Caution: Too much repetition interferes with learning. Once material is learned, add new information or skills to the lessons. (Rosenshine, 1986)

STUDENT BENEFITS	TEACHER BENEFITS	ADDRESSES THE FOLLOWING PRINCIPLES OF INSTRUCTION
Students have multiple opportunities to access new information, and to incorporate it into their previous learning which aids recall. For skill-based learning, multiple opportunities to practice develop automaticity or muscle memory for the activity.	Incorporating previous material review into each lesson provides a basis for continued learning, providing a natural flow of information and learning. Frequent testing of student knowledge provides teachers with feedback about the rate of learning occurring which provides data for decisions about teaching strategies.	<ul style="list-style-type: none"> • Engagement Time • Success Rate • Frequent Opportunities for Success • Content Depth/Opportunities to Learn • Organizing and Activating Knowledge • Teaching Strategically • Teaching Sameness • Making Instruction Explicit

150 Ways to Present Information

- Make a Child's Book
- Role Playing
- Cook Something from a Certain Time Period or Group of People
- Make a Movie
- Make Maps
- Show and Tell
- Organize a Talent Show
- Present a Talk Show
- Create Globes
- Present a Panel Discussion
- Rewrite It into Nursery Rhymes
- Create Comic Strips
- Read It Interpretively
- Write & Illustrate Comic Books
- Write & Perform A Play
- Scavenger Hunt
- Write a Poem
- Write Current Event
- Write & Singsong
- Display Artifacts
- Say It Out Loud
- Make a Report
- Have an Art Show
- Write a Rap
- Make a Time Line
- Film a Video
- Have a Guest Speaker
- Create a Magazine
- Perform a Monologue
- Write & Layout a Newspaper
- Organize It on Notecards
- Write Letters
- Make a Game
- Coat of Arms
- Create a Mobile
- Prepare Handouts
- Organize an Art Gallery
- Present Overheads
- Write on Board
- Use Body Talk to Explain It
- Mock Trial
- Make Posters
- Sing in Chorus
- Draw a Picture
- Make a Model
- Create an Ad
- Make Music Video
- Organize a Convention
- Write & Perform a Commercial
- Play Charades with a Theme
- Show & Explain a Film
- Write an Essay
- Give a Slide Show
- Organize a Trip
- Perform a Puppet Show
- Write a Comedy Routine
- Use Storytelling Techniques
- Make a Puzzle
- Write Some Riddles
- Tell Jokes about It
- Write Memory Rhymes
- Rewrite a Fairy Tale
- Act Out Dolls or Puppets
- Write a Parable
- Create a Mural
- Create a Collage
- Stage a Hypothetical Funeral
- Write An Obituary
- Perform It as a Side Show
- Record an Audio Tape
- Write & Perform a Radio Broadcast
- Write & Film Tv Show
- Write & Film a Soap Opera
- Write & Record a News Broadcast
- Write & Create a Pop Up Book
- Make a Computer Program
- Re-Enact Historical /Fictional Events
- Hold a Pretend Garage Sale with Historical Items
- Create a Conversation with Famous People
- Write a Speech
- Perform a Debate
- Write an Interview
- Keep Hypothetical Journal
- Write an Autobiography
- Make a Graffiti Wall
- Write a Letter to The Editor
- Create a Learning Safari
- Make a Book Jacket
- Illustrate a Story
- Organize a Social Event from a Time Period
- Graph Ideas
- Make a Crossword Puzzle
- Present an Olympic Game
- Make a Word Search
- Solve a Problem
- Dissect Something
- Protest an Injustice
- Make a Scroll
- Play Jeopardy with a Theme
- Write & Perform in "Yo! MTV Facts"
- Have Awards Shows
- Make a Diorama
- Have a Contest
- Make a Media Presentation
- Recreate a Meeting
- Create Sketches
- Show Multicultural Experiences
- Show the Physical Labor of a Place/Time
- Create an Archaeological Excavation
- Make Banners
- Make an Animated Adventure
- Record Sound Effects
- Revise It to Come Out Differently
- Make a Mock Up of an Object
- Use a Make-Up Like a Group of People
- Write & Perform Stand Up Comedy
- Diagram a Concept
- Show Rituals of a People/Time
- Chart Changes
- Show an Object from a Time Period
- Create a Room
- Make a Flag
- Create Pins
- Create a Hypothetical Cemetery
- Write a Short Story
- Dress Up in Clothes of a Time or Place
- Play Win, Lose, or Draw with a Theme
- Play a Follow the Clues Game
- Design Bumper Stickers
- Make Logos for T-Shirts
- Create Research Folder
- Give a Presentation

Delivery of Instruction Checklist

1. Students with Diverse Learning Needs

- | | |
|--|---|
| <input type="checkbox"/> Multisensory | <input type="checkbox"/> Relevant material |
| <input type="checkbox"/> “Hands-On” | <input type="checkbox"/> Frequent review/repetition |
| <input type="checkbox"/> Modify format | <input type="checkbox"/> High Structure |
| <input type="checkbox"/> Simple to complex formats | <input type="checkbox"/> Use of clues/hints |
| <input type="checkbox"/> Small, sequential steps | <input type="checkbox"/> Use of webs/diagrams |

2. Visual Perception Difficulties

A. All Subjects

- | | |
|--|--|
| <input type="checkbox"/> Close Seating | <input type="checkbox"/> Concise, clear written directions |
| <input type="checkbox"/> Write clearly | <input type="checkbox"/> Taped material |
| <input type="checkbox"/> Verbal with visual | <input type="checkbox"/> Color coding |
| <input type="checkbox"/> Visual focusing aids | <input type="checkbox"/> Visual/clues/flags |
| <input type="checkbox"/> Oral directions | <input type="checkbox"/> Primary type |
| <input type="checkbox"/> Buddy reader | <input type="checkbox"/> Copy of lecture notes |
| <input type="checkbox"/> Peer notetaker | <input type="checkbox"/> Activity worksheets |
| <input type="checkbox"/> Sum key points | <input type="checkbox"/> Near to far copying |
| <input type="checkbox"/> Reduced visual distractions | <input type="checkbox"/> Correct notes with model |
| <input type="checkbox"/> Clear copy | <input type="checkbox"/> Teach to copy/proofread |
| | <input type="checkbox"/> Highlighted texts |

B. Reading/Literature

- | | |
|--|--|
| <input type="checkbox"/> Color highlighting | <input type="checkbox"/> Label objects |
| <input type="checkbox"/> Intro new vocabulary | <input type="checkbox"/> Divide multisyllables |
| <input type="checkbox"/> Use of index card | <input type="checkbox"/> Illustrate vocabulary |
| <input type="checkbox"/> Purpose for reading | <input type="checkbox"/> Chart of missed words |
| <input type="checkbox"/> Reading pairs | <input type="checkbox"/> Outlining/webbing aids |
| <input type="checkbox"/> Comprehension discussions | <input type="checkbox"/> Reading/discussion groups |
| <input type="checkbox"/> Discuss written responses | <input type="checkbox"/> Color code vowel/patterns |
| <input type="checkbox"/> Peer reading aloud | <input type="checkbox"/> Use of color context |

C. Spelling/Writing

- | | |
|--|--|
| <input type="checkbox"/> Post misspelled words | <input type="checkbox"/> Learning partners |
| <input type="checkbox"/> Misspelled word notebooks | <input type="checkbox"/> Discuss/post synonyms |
| <input type="checkbox"/> Use of journal | <input type="checkbox"/> Brainstorm words |
| <input type="checkbox"/> Story dictation | <input type="checkbox"/> Spelling requests |
| | <input type="checkbox"/> Spelling/reading coordination |

D. Math

- | | |
|---|--|
| <input type="checkbox"/> Verbalize steps | <input type="checkbox"/> Exchange worksheets |
| <input type="checkbox"/> Key words | <input type="checkbox"/> Spacing/cut outs for worksheets |
| <input type="checkbox"/> Distinguish operations | <input type="checkbox"/> Manipulatives |
| <input type="checkbox"/> Group operations | <input type="checkbox"/> Computation aids |
| <input type="checkbox"/> Alert to operations | <input type="checkbox"/> Fraction circles |

E. Social Studies/Science

- | | |
|--|--|
| <input type="checkbox"/> Periodic pauses | <input type="checkbox"/> Teach book format |
| <input type="checkbox"/> Summarize/questions | <input type="checkbox"/> Adapt text |
| <input type="checkbox"/> Review | <input type="checkbox"/> Reliable Group |

4

DELIVERING INSTRUCTION

3. Auditory Perception Difficulties**A. All Subjects**

- | | |
|---|---|
| <input type="checkbox"/> No distraction seating | <input type="checkbox"/> Quiet work area |
| <input type="checkbox"/> Short oral directions | <input type="checkbox"/> Key points on board |
| <input type="checkbox"/> Oral with written directions | <input type="checkbox"/> Notetaker |
| <input type="checkbox"/> Student repeats directions | <input type="checkbox"/> Summarize with visuals |
| <input type="checkbox"/> Alert to directions | <input type="checkbox"/> Visual with auditory |
| <input type="checkbox"/> Talk slower | <input type="checkbox"/> Circulate and assist |
| <input type="checkbox"/> Vary voice tone and pitch | <input type="checkbox"/> Give copy of notes |
| | <input type="checkbox"/> Teach students to listen |

B. Reading/Literature

- | | |
|---|---|
| <input type="checkbox"/> Outline of lecture | <input type="checkbox"/> Visual & motor with oral presentation <input type="checkbox"/> |
| <input type="checkbox"/> Listening center | <input type="checkbox"/> Stress visual phonic pattern |
| <input type="checkbox"/> Word families | |

C. Spelling/Writing

- | | |
|--|--|
| <input type="checkbox"/> Pictures to written | <input type="checkbox"/> Dictation |
| <input type="checkbox"/> Group words with same visual patterns | <input type="checkbox"/> Make dictionaries |

D. Math

- | | |
|---|---|
| <input type="checkbox"/> Visual cue | <input type="checkbox"/> Problem solving sequence chart |
| <input type="checkbox"/> Example on worksheet | <input type="checkbox"/> Manipulatives to symbols |
| <input type="checkbox"/> Flash cards | |

E. Social Studies/Science

- | | |
|---|--|
| <input type="checkbox"/> Wait time | <input type="checkbox"/> Worksheet guide with film |
| <input type="checkbox"/> Audiovisual to introduce & summarize | |

4. Fine Motor Difficulties**A. All Subjects**

- | | |
|---|--|
| <input type="checkbox"/> Model good handwriting | <input type="checkbox"/> Appropriate writing materials |
| <input type="checkbox"/> Adjust expectations | <input type="checkbox"/> Reduce writing requirements |
| <input type="checkbox"/> Paper placement | <input type="checkbox"/> Spacing of letters |
| <input type="checkbox"/> Teach erasing | <input type="checkbox"/> Notetaker |
| <input type="checkbox"/> Few copying activities | <input type="checkbox"/> Student types |

B. Reading/Literature

- | | |
|--|--|
| <input type="checkbox"/> Word bank _____ | <input type="checkbox"/> Manipulatives |
|--|--|

C. Spelling/Writing

- | | |
|---|---|
| <input type="checkbox"/> Purpose of good handwriting | <input type="checkbox"/> Color baseline |
| <input type="checkbox"/> Talk through letter formation | <input type="checkbox"/> Tracing |
| <input type="checkbox"/> Every other line | <input type="checkbox"/> Start & end point |
| <input type="checkbox"/> Transition from print to cursive | <input type="checkbox"/> Large motor writing activities |
| <input type="checkbox"/> Chart of letter formation | <input type="checkbox"/> Directional cues |

D. Math

- | | |
|---|--------------------------------------|
| <input type="checkbox"/> Lined paper vertically | <input type="checkbox"/> Graph paper |
| <input type="checkbox"/> Calculator | |

E. Social Studies/Science

- | | |
|--|--|
| <input type="checkbox"/> Modify map/chart work | |
|--|--|

STRATEGIES • RESOURCES • LINKAGES

4

5. Organizational Difficulties**A. All Subjects**

- | | |
|--|---|
| <input type="checkbox"/> Daily routine | <input type="checkbox"/> Time to organize |
| <input type="checkbox"/> Work area clear | <input type="checkbox"/> Short & simple directions |
| <input type="checkbox"/> Homework recording | <input type="checkbox"/> Colors for each book cover |
| <input type="checkbox"/> Samples of finished product | <input type="checkbox"/> Notebook with dividers |
| <input type="checkbox"/> Review and summarize | <input type="checkbox"/> Choice of two options rather than many |
| <input type="checkbox"/> Workbook pages one at a time | <input type="checkbox"/> Cue to inferential thinking |
| <input type="checkbox"/> Factual to abstract questions | <input type="checkbox"/> Page answers on |
| <input type="checkbox"/> Homework assignments posted in same place | <input type="checkbox"/> List of materials needed |
| <input type="checkbox"/> List of all assignments given | <input type="checkbox"/> SQ3R |
| <input type="checkbox"/> Explain change in routine | <input type="checkbox"/> Block worksheets |
| <input type="checkbox"/> List steps for assignment | <input type="checkbox"/> Clock face for due time |
| <input type="checkbox"/> Uncluttered worksheets | <input type="checkbox"/> Review notes daily |
| <input type="checkbox"/> Timeframe for long term assignments | <input type="checkbox"/> Teach abbreviations |
| <input type="checkbox"/> Procedure for finished work | <input type="checkbox"/> Notetaking using web/outline |

B. Reading/Literature

- | | | |
|--------------------------------------|--|---|
| <input type="checkbox"/> Study guide | <input type="checkbox"/> Teach outlining | <input type="checkbox"/> Purpose of reading |
|--------------------------------------|--|---|

C. Spelling/Writing

- | | |
|---|---|
| <input type="checkbox"/> Prewriting activity | <input type="checkbox"/> Group writes story |
| <input type="checkbox"/> Sequence with comics | <input type="checkbox"/> Topic sentence and details |
| <input type="checkbox"/> Guide for structuring writing | <input type="checkbox"/> Structure for reports |
| <input type="checkbox"/> Story starter | <input type="checkbox"/> Use margins |
| <input type="checkbox"/> Criteria for content and mechanics | <input type="checkbox"/> Number answer sheet |

D. Math

- | | |
|--|--|
| <input type="checkbox"/> Easy to hard problems | <input type="checkbox"/> Fold math paper |
|--|--|

E. Social Studies/Science

- | | |
|--|---|
| <input type="checkbox"/> Study guide questions | <input type="checkbox"/> Use abbreviations |
| <input type="checkbox"/> Divided page notetaking | <input type="checkbox"/> Preview text for lecture |
| <input type="checkbox"/> Note key points | <input type="checkbox"/> Recall new information |

6. Other Accommodations**STUDENT PERFORMANCE: TEACHER TESTS****1. Students w/Learning Difficulties**

- | | |
|---|---|
| <input type="checkbox"/> Review before test | <input type="checkbox"/> Key words |
| <input type="checkbox"/> Possible questions | <input type="checkbox"/> Read test to student |
| <input type="checkbox"/> Frequent quizzes | <input type="checkbox"/> Small group testing |
| <input type="checkbox"/> Credit for all participation | <input type="checkbox"/> Short tests |
| <input type="checkbox"/> Untimed tests | <input type="checkbox"/> Avoid "pop" quizzes |
| <input type="checkbox"/> Test objectives | <input type="checkbox"/> Survey test |
| <input type="checkbox"/> Test same as teaching method | <input type="checkbox"/> Partial credit |
| | <input type="checkbox"/> Open book test |

2. Written Expression Difficulties

- | | |
|---|--|
| <input type="checkbox"/> Test with less writing | <input type="checkbox"/> Allow webs/diagrams |
| <input type="checkbox"/> Write on test | <input type="checkbox"/> Outline vs. paragraph form |
| <input type="checkbox"/> Accept print or cursive | <input type="checkbox"/> Manipulatives |
| <input type="checkbox"/> Test format same as teaching forma | <input type="checkbox"/> Oral exams |
| | <input type="checkbox"/> Grade content vs. mechanics |

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DELIVERING INSTRUCTION

3. Verbal Expression Difficulties

- | | |
|---|--|
| <input type="checkbox"/> Drawings with verbal response | <input type="checkbox"/> Tape answers |
| <input type="checkbox"/> Allow adequate time | <input type="checkbox"/> Oral answers in different setting |
| <input type="checkbox"/> Manipulatives with verbal response | <input type="checkbox"/> Alternative response mode |

STUDENT PERFORMANCE: STANDARDIZED**1. Students w/Learning Difficulties**

- | | |
|---|---|
| <input type="checkbox"/> Inform of time allotted | <input type="checkbox"/> Read all choices to select |
| <input type="checkbox"/> Check samples | <input type="checkbox"/> Orient to test format |
| <input type="checkbox"/> Index card to block | <input type="checkbox"/> Assist on test mechanics |
| <input type="checkbox"/> Monitor for correct way of answering | <input type="checkbox"/> Test in small group |
| | <input type="checkbox"/> Reduce anxiety |

Other Accommodations: Testing**STUDENT PERFORMANCE LEARNING****1. Students w/Learning Difficulties**

- | | |
|---|---|
| <input type="checkbox"/> Additional support | <input type="checkbox"/> Allow explanation |
| <input type="checkbox"/> "Buddy" system | <input type="checkbox"/> Use of mistakes |
| <input type="checkbox"/> Peer tutors | <input type="checkbox"/> Self-checking |
| <input type="checkbox"/> Volunteers /aides | <input type="checkbox"/> Instructional games |
| <input type="checkbox"/> Cooperative learning | <input type="checkbox"/> Charting progress |
| | <input type="checkbox"/> Multi-model response |

2. Written Expression Difficulties

- | | |
|--|--|
| <input type="checkbox"/> Allow more time | <input type="checkbox"/> Skip lines in draft |
| <input type="checkbox"/> Use of short answers | <input type="checkbox"/> Oral reports |
| <input type="checkbox"/> Phrases to sentences | <input type="checkbox"/> Answer fewer questions |
| <input type="checkbox"/> Stress accuracy | <input type="checkbox"/> Reduce writing requirements |
| <input type="checkbox"/> Class time to work | <input type="checkbox"/> Check work on calculator |
| <input type="checkbox"/> Specific feedback | <input type="checkbox"/> Distraction free work area |
| <input type="checkbox"/> Specific feedback | <input type="checkbox"/> Modify original task |
| <input type="checkbox"/> Check with a model | <input type="checkbox"/> Proofread draft |
| <input type="checkbox"/> Use pictures with written product | <input type="checkbox"/> Journals |
| <input type="checkbox"/> Proofreading checklist | <input type="checkbox"/> All-student response cards |
| | <input type="checkbox"/> Tape answers |

3. Verbal Expression Difficulties

- | | |
|---|---|
| <input type="checkbox"/> Extra time to answer | <input type="checkbox"/> Rate oral reports |
| <input type="checkbox"/> Hint | <input type="checkbox"/> All-student response cards |
| <input type="checkbox"/> Notes with oral report | <input type="checkbox"/> Specific questions |
| <input type="checkbox"/> Visual with oral report | <input type="checkbox"/> Small group discussion |
| <input type="checkbox"/> Read silently to orally | <input type="checkbox"/> Tape their oral reports |
| <input type="checkbox"/> Small group discussion | <input type="checkbox"/> Projects |
| <input type="checkbox"/> Time limit on oral reports | <input type="checkbox"/> Written |

Pamela Musick, National Director of Teaching and Learning, Pearson Learning Group

Instructional Accommodations/Modifications

FOLLOWING DIRECTIONS

- **Eye Contact.** Catch the eye of the student, and then explain what you want the class to do. This decreases the possibility of her/his being distracted by other sounds or actions.
- **Repetition.** Have the student repeat the directions back to you. In this way, any misunderstanding can be cleared up immediately.
- **Visual and Auditory Inputs.** Give directions using both visual and auditory cues. Write them on the board and say them to the class.
- **Break Into Steps.** If the directions are complex, break them into steps and list them so the student can follow them as he/she works.
- **Buddy System.** Assign a student to be the class helper. This can be done without singling out the particular student who needs help. It would be the helper's responsibility to assist anyone in the class by explaining the directions.
- **Taped Directions.** For complex directions, such as research or major reports, tape the instructions and permit the students to listen as many times as necessary.

ORGANIZING

- **Divide Worksheets.** Draw lines to divide worksheets or tests into various sections by types of questions or problems.
- **Listing Steps.** List the steps in a mathematical process or experiment so that the student knows exactly what is expected. After you have done this, have him/her list the steps he/she went through to perform the task or to work the problem. By telling you the steps, he/she is organizing the task in his/her own mind.
- **Masking.** Block off or mask sections of work which the student has completed (each row of problems or question) so that the student always know where he/she is on the page.
- **Leading Questions.** Ask the student directive questions before he/she begins to read an assignment, so that he/she recognizes the important point... OR have the student ask a question, reflecting what he would like to know about the topic or what he thinks the paragraph might be about.
- **Student Made Lists.** Have the student list the important people, events, or facts after reading a selection. Have he/she explain to you or another student why each was important. This is a good skill to reach before outlining, because the student must first be aware of the important ideas before he/she can establish relationships between items.

CONTENT AREA ASSIGNMENTS

- **Fewer Questions.** Have the student do only selected questions. This will allow he/she to receive credit for major points to be learned without penalizing he/she for lack of speed.
- **Rewording.** State homework or test questions in easier terms so the poor reader is not penalized for his/her inability to read.
- **Tape Recording.** Record a reading assignment or have student do it. The student can listen to it while following the text. Comprehension will improve!

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DELIVERING INSTRUCTION

- **Projects.** Substitute projects for written assignments or reports. Projects may include posters, charts, drawings, or illustrations, flannel board designs, shoebox panoramas, construction of model forts, cities or animal dwellings, collections of animals, rocks, seeds, leaves, etc., tape recordings of historical speeches, participation in a debate or dramatic presentation.
- **Credit For Class Participation.** Recognize class participation in determining grades.

ADJUSTMENTS IN CURRICULUM

- **Adjust Content To Meet Needs.** Adjust content (and requirements) to students ability and current achievement level in order for he/she to earn a grade no lower than 70%.
- **Adjust Mastery Level.** Adjust mastery levels according to student's ability and current achievement level.

SPECIAL AND ADAPTED MATERIALS

- **Low Reading Level Materials.** Use low level reading material adapted to the reading level of the student.
- **Use Special Materials And Or Equipment.** Use special materials and/or equipment such as Braille texts and Braille as specified in the IEP.
- **Provide Specialized Services.** Provide specialized services such as assistance of an aide or interpreter as specified in the IEP.

ADJUST SPACE

- **Isolated Work Area.** Permit students to do their work in a quiet uncrowded corner of the room or even in the hall outside the room if they choose to do so. However, do not isolate them against their will.
- **Close to Teacher.** Place the student close to the teacher for more immediate help when they need it.
- **Close to Peer.** Place students next to students who can help them when they need it.
- **Decrease Distractions.** Place students so that they are separated from students who are most likely to distract them.
- **Selected Seating.** Let the student choose a seat in the area of the room where they can concentrate best.

ADJUST WORK TIME

- **Longer Time.** Give the students a longer time than other class members to complete their assignments.
- **Shorter Work Periods.** Let the student work at reading and writing assignments for shorter periods of time, perhaps just ten or fifteen minutes, depending on their ability to concentrate, followed by other types activities for short periods of time.
- **Consistent Schedule.** Set up a specific schedule for LD students so that they know what to expect.
- **Gradually Increase Work Periods.** Keep work periods short, gradually lengthening them as the student begins to cope.
- **Alternate Activity Levels.** Alternate quiet and active time, having short periods of each and making movement as purposeful as possible.

ADJUST GROUPING FOR LEARNING DISABLED STUDENTS

Match LD Students With Peer Helpers.

Match LD students with peer helpers who can:

- Make certain that the LD student understands the directions.
- Read important directions and essential information.
- Drill them orally on what they need to know.
- Write down answers to tests or assignments for them.
- Work on a joint project with them.
- Constructively criticize their work for them.

Group Projects. Formulate small groups of three or four students, including one LD student. Hold all students equally responsible and give each student equal credit.

ADJUST INSTRUCTIONAL PRESENTATION TO STUDENT LEARNING STYLE

For Auditory Learners:

- Give verbal as well as written directions.
- Tape record reading material for students to listen to as they read the passage.
- Put directions for assignments on tape so students can replay them.
- Give students oral rather than written tests.
- Have student do “drills” into a tape recorder and then play them back and listen to them.
- Use published audio tapes with students.
- Have students drill aloud or to another student.
- Have LD student read important information aloud or to another student.
- Have students re-auditorize silently, vocalizing information inside their heads.
- Have students repeat words aloud as they write them down so they don’t leave out any words.
- Have students close their eyes and try to hear words or information, repeating to themselves in order to block out distractions.

For Visual Learners:

- Have students use flash cards for all content areas that are printed in big, bold letters.
- Have students close their eyes and try to visualize what they have learned.
- Provide visual cues on the chalkboard for all directions given orally.
- Have students write down notes and memos to remind themselves of important words, concepts or ideas.

Pamela Musick, National Director of Teaching and Learning, Pearson Learning Group

Listening Passage Preview

The student follows along silently as an accomplished reader reads a passage aloud. Then the student reads the passage aloud, receiving corrective feedback as needed.

Ask Occasional Comprehension Questions. You can promote reading comprehension by pausing periodically to ask the student comprehension questions about the story (e.g., who, what, when, where, how) and to encourage the student to react to what you both have read (e.g., “Who is your favorite character so far? Why?”).

Preview a Text Multiple Times as a Rehearsal Technique. In certain situations, you may wish to practice a particular text selection repeatedly with the student, using the listening passage preview approach. For example, if the student is placed in a reading book that is quite difficult for him or her to read independently, you might rehearse the next assigned story with the student several times so that he or she can read the story more fluently during reading group. Use corrective feedback as needed.

MATERIALS:

- Reading book

PREPARATION:

- The teacher, parent, adult tutor, or peer tutor working with the student should be trained in advance to use the listening passage preview approach.

STEPS IN IMPLEMENTING THIS INTERVENTION:

Step 1: Sit with the student in a quiet location without too many distractions. Position the book selected for the reading session so that both you and the student can easily follow the text. (Or get two copies of the book so that you each have your own copy.)

Step 2: Say to the student, “Now we are going to read together. Each time, I will read first, while you follow along silently in the book. Then you read the same part out loud.”

Step 3: Read aloud from the book for about 2 minutes while the student reads silently. If you are working with a younger or less-skilled reader, you may want to track your progress across the page with your index finger to help the student to keep up with you.

Step 4: Stop reading and say to the student, “Now it is your turn to read. If you come to a word that you do not know, I will help you with it.” Have the student read aloud. If the student commits a reading error or hesitates for longer than 3-5 seconds, tell the student the correct word and have the student continue reading.

Step 5: Repeat steps 3 and 4 until you have finished the selected passage or story.

REFERENCES

Rose, T.L., & Sherry, L. (1984). Relative effects of two previewing procedures on LD adolescents' oral reading performance. *Learning Disabilities Quarterly*, 7, 39-44.

Van Bon, W.H.J., Bokseveld, L.M., Font Freide, T.A.M., & Van den Hurk, J.M. (1991). A comparison of three methods of reading-while-listening. *Journal of Learning Disabilities*, 24, 471-476.